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ABSTRACT

The 1975-76 annual report of the University Grants Commission (UGC), New Delhi, India, is presented. Contents pertain to: institutions and enrollment in higher education: approach to fifth plan development programs of universities and colleges: development of universities: development of colleges; students: faculty improvement programs: cultural exchange programs and international collaboration: support for research: maintenance and coordination of standards: and facilities for scheduled castes and scheduled tribes. During the 1975-76 year, various programs, which were initiated by the Commission for restructuring higher education and making it more relevant to national needs, were implemented by various universities. Programs concerned revising and updating the syllabi, examination reforms, faculty improvement programs, advanced level research, and nonformal and continuing education. During 1975-76, the number of students on rolls grew by 2.5 percent, compared to 5.9 percent in 1974-75, and 3.1 percent in 1973-74. No new university was set up during the year. However, the number of new colleges increased from 85 during 1974-75 to 123 during 1975-76. Of these new colleges, 85 were arts, science, and commerce colleges; 10 were law colleges; and the remaining 28 were professional colleges, including colleges of Oriental learning. (SW)

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REPORT FOR THE YEAR
1975-76

HE009450

Presented to the Government of India in compliance with Section 18
of the UGC Act, 1956

NEW DELHI

University Grants Commission
New Delhi - 110002
(INDIA)

NOTE

Figures given in the report have been rounded

1 lakh = 1,00,000
1 crore = 1,00,00,000 = 10 million

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CONTENTS

Page

Members of the University Grants Commission v

Introduction 1

Section I Institutions and Enrolment in Higher Education : Growth in Numbers 9

Section II Approach to Fifth Plan Development Programmes of Universities and Colleges 12

Section III Development of Universities 17

Section IV Development of Colleges 37

Section V Students 44

Section VI Faculty Improvement Programmes 53

Section VII Cultural Exchange Programmes and International Collaboration 65

Section VIII Support for Research 72

Section IX Maintenance and Coordination of Standards 78

Section X Facilities for Scheduled Castes and Scheduled Tribes 112

APPENDICES

I Indian Universities and Institutions deemed to be Universities : 1975-76 115

II Distribution of Colleges According to Courses of Study : 1971-72 to 1975-76 119

III Details of Correspondence Courses: 1975-76 120

IV Growth of Student Enrolment : 1960-61 to 1975-76 122

V Student Enrolment : Stagewise : 1973-74 to 1975-76 123

VI Stagewise Enrolment : Universities and Affiliated Colleges : 1975-76 124

VII Student Enrolment : Facultywise : 1973-74 to 1975-76 125

VIII Strength and Distribution of Teaching Staff in University Departments/University Colleges according to Designation : 1970-71 to 1975-76 126

IX Strength and Distribution of Teaching Staff in Affiliated Colleges according to Designation : 1970-71 to 1975-76 127

X Statement showing Grants paid to Universities during the year 1975-76 (Major Headwise) under Plan and Section III 128

XI Basic Grants provided to Universities for Purchase of Library Books and Journals and Scientific Equipments 135

XII Tentative Allocation indicated to the Universities and Institutions deemed to be Universities for Fifth Plan Period 138

XIII Pattern of Assistance to Universities during Fifth Plan 140

XIV Pattern of Assistance to Colleges for Development of Undergraduate Education during Fifth Plan 144

XV Statement showing Grants paid to Colleges during the year 1975-76 (Major Headwise) under Plan and Section III 146

XVI Statement showing Pay Scales for Various Categories of Teachers in Universities and Colleges 151

XVII Condition for Introduction of the Revised Pay Scales 152

XVIII Minimum Qualifications for Future Recruitment to the Posts of Lecturers 155

Members of the University Grants Commission

Vice-Chairman

1. Professor Satish Chandra

Members

2. Shri K.N. Channa
3. Dr. Ajit Mazoomdar
4. Professor Rais Ahmed
5. Professor S. Gopal
6. Professor M. Santappa
7. Professor J.B. Chitambar
8. Professor R.S. Sharma
9. Professor B.M. Udgaonkar
10. Dr. Amarjit Singh
11. Shri K.T. Chandy

The Commission was reconstituted on 21st January 1976 as under—

Chairman

1. Professor Satish Chandra

Vice-Chairman

2. Professor B. Ramachandra Rao*

Members

3. Shri K.N. Channa
4. Dr. Ajit Mazoomdar**
5. Professor R.P. Bambah
6. Professor S.S. Saluja
7. Professor (Miss) A.J. Dastur
8. Professor J.B. Chitambar***
9. Professor Maqbool Ahmed
10. Professor B.M. Udgaonkar
11. Dr. Chandran D. S. Devanesen
12. Professor S. Gopal (w.e.f. 7th February 1976).

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* Professor B. Ramachandra Rao was appointed as Vice-Chairman w.e.f. 2nd June, 1976.

** Replaced by Shri G. Ramachandran w.e.f. 10th November 1976.

*** Replaced by Professor Amrik Singh Cheema w.e.f. 25th January, 1977.

UNIVERSITY GRANTS COMMISSION
ANNUAL REPORT
April 1975—March 1976

In compliance with section 18 of the UGC Act, 1956 (No. 3 of 1956)* we have the honour to present to the Central Government the Annual Report of the UGC for the year 1975-76 to be laid before both the Houses of Parliament.

INTRODUCTION

The universities have been relatively quiet during the year 1975-76. The Commission requested the Vice-Chancellors to undertake measures for restoring normalcy in regard to academic and examination schedules. Although more than 50 per cent of the universities were behind schedule in holding examinations in the session 1974-75, all but 14 held their examinations in 1975-76 according to regular schedule. Most of these universities will be able to return to normalcy during 1976-77.

During the year 1975-76, various programmes for restructuring higher education and making it more relevant to national needs initiated by the Commission earlier began to be implemented by the various universities. In particular programmes of revising and updating of the syllabi, examination reforms, faculty improvement programmes, advanced level research, non-formal and continuing education were initiated in a number of universities.

I. Expansion of Higher Education

The Commission has been laying great emphasis on regulation of the growth of universities and colleges, bearing in mind regional requirements, so that standards could be raised by consolidating the existing institutions. During the year, the number of students on rolls grew by 2.5%, compared to 5.9% in 1974-75 and 3.1% in 1973-74. No new university was set up during the year. However, the number of new colleges increased from 85 during 1974-75 to 123 during 1975-76. Of these new colleges 85 were Arts, Science and Commerce colleges and 10 were Law colleges, the remaining 28 being Professional colleges including colleges of Oriental Learning.

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* *The University Grants Commission Act, 1956 (Act No. 3 of 1956) (as modified upto the 17th June, 1972).*

The universities had been informed that under Section 12 (A) of the UGC amended Act, no university or college established after 17th June 1972 would be eligible for assistance from the Central Government or from any other organisation receiving Central Government funds unless the Commission had declared such institutions to be fit to receive central assistance. It would appear that this provision has not been sufficient to deter the unplanned proliferation of colleges and necessary remedial steps may have to be considered.

II. Facultywise Distribution of Student Enrolment

The percentage of enrolment in the Science faculty has decided marginally from 19.6% in 1974-75 to 19.1% in 1975-76. On the other hand, enrolment in Commerce has increased from 16.5% in 1974-75 to 17.1% in 1975-76. The changes in the percentage of enrolment in professional subjects are of a marginal nature. It would appear that the shift in students preference is closely linked to the employment opportunities available. Steps have been taken to revise the Science syllabi and to improve facilities for Science teaching in colleges.

III. Pattern of Assistance to Universities

The implementation of the recommendations of the visiting committees to various universities remained in different stages of implementation in different universities. Expenditure on books and equipment has increased, while building work has generally continued at an even pace. On the other hand, expenditure on faculty positions has yet to pick up, mainly on account of the time taken by the various State Governments in according their concurrence to maintain the posts after the Commission's assistance ceases. In order to strengthen research in the universities, funds in addition to those already sanctioned for books and equipment, may have to be provided by the Commission to the universities. The Commission hopes to receive necessary funds from the Government for the purpose. Considerable emphasis is also being laid on the development of engineering and technology in the universities.

IV. Development of Colleges

The crucial role of the colleges in the development of higher education has been underlined by the Commission on various occasions. Some of the problems hindering raising of standards in colleges have been set out in Section IV. Universities have been advised to set up College Development Councils in order to coordinate the development of colleges. It has also been suggested that they should carry out a survey of the developmental needs of the colleges with the district as the unity of study. A number of such studies are in progress. However, there has not been any marked improvement in the general situation facing the colleges. In view of the revision of salaries of the teaching staff, in a number of cases Boards of Management of private colleges are finding it difficult to run the colleges, particularly non-viable colleges. On occasions, complaints have been received by the Commission regarding mal-practices in the payment of salaries to teachers. Since the Commission does not have any authority to interfere in the internal affairs of the colleges, such complaints have invariably been referred to the universities concerned for such action as they may like to take.

During 1975-76, out of about 2,000 colleges eligible for assistance under the UGC norms, 842 submitted their proposals out of which 407 proposals were accepted. Thus 10% of the number of affiliated colleges or 20% of the colleges eligible for assistance under the UGC norms were covered. With the easing of the situation regarding availability of building material and the relaxation of the government ban on non-functional buildings, the number of schemes submitted by the colleges is expected to increase.

V. Maintenance and Coordination of Standards

The University Grants Commission has taken a number of steps for the maintenance and coordination of standards of teaching, research and examinations, which is one of its statutory responsibilities. These include payment of grants for the development of universities and colleges, training and orientation of teachers through programmes of summer institutes and seminars etc., provision of essential student amenities and support of short-term and advanced research. The Commission has also initiated a number of measures relating to the new pattern of education, non-formal education, centres of advanced study/COSIP/COHSIP, examination reforms, autonomous colleges, subject panels, publications etc., all of which have a direct and significant bearing on standards.

A Conference of Vice-Chancellors was convened on September 30—October 1, 1975 to consider various issues relating to restructuring of education. The Conference was of the opinion that generally an undergraduate degree should be of three years duration. However, bearing in mind the needs of some states, a two-year pass degree could be instituted. In such cases, a bridge course of one year's duration should be provided for those desirous of pursuing a master's degree course. The recommendations of the conference of Vice-Chancellors were endorsed by the Commission.

The Commission has also appointed a task force to suggest details of the changeover and the nature of adjustments that would become necessary in the syllabi of the universities. The task force has also been asked to consider the question of introducing pass, honours and link courses in the central universities as well as the problems of organising school and pre-degree classes within the framework of 10+2+3.

The subject panels of the UGC have been requested to examine the entire question of contents and levels of the degree courses, apportioning time and effort for study of different subjects. Various innovative measures already initiated by the Commission such as restructuring of courses, rural or practical orientation, field study, flexibility, relevance, etc., are to be integrated in the revised structures.

VI. M. Phil. and Faculty Improvement Programmes

The Commission has always looked upon research and teaching as co-related activities. The Commission is firmly of the opinion that in order to introduce greater flexibility in the courses, link them with the needs of the community and specially with the rural community and to develop other innovative programmes, research in universities and colleges, needs to be strengthened considerably. With this objective in view, the Commission has prescribed research experience as essential in the selection and appointment of teachers. In order to raise the standard of research work and particularly to strengthen inter-disciplinary work and project work including fabrication of equipment, substitution of imported technology etc., the Commission has laid down guidelines for M. Phil. courses. M. Phil. programmes are to be undertaken only in departments which have a strong faculty engaged in postgraduate teaching and research. M. Phil. courses will combine courses where an emphasis will be laid on inter-disciplinary work, with research work which will include project work, fabrication of equipment etc. These guidelines have already been sent to the universities and are being linked with programmes of faculty improvement.

The Commission has instituted a scheme of teacher fellowships whereby a college teacher is enabled to take one to three years of leave for undertaking a programme of Ph.D. or M.Phil. During the period, his pay and increments, seniority, etc., will be protected. The Commission will pay a living allowance of Rs. 250 p.m. to the teacher and pay for the substitute appointed in his absence. During the year 1975-76, 37 teachers were selected for the purpose.

VII. Student Welfare and help to Weaker Sections

The Commission attaches great importance to student welfare. In order to have a fuller idea of the living conditions of the students, the Commission has appointed a committee to make depth studies of the problem. The Commission has reviewed the various schemes, with a view to reducing the number of schemes and concentrating on those which may have a more direct impact on the welfare of students. Schemes for Non-Resident Students Centres or Student Home, Canteens, Hostels and Study Centres, Health Centres, Students Aid Fund and Book Banks are being continued. The scheme for Employment Information and Advisory Bureau is being reviewed.

The Commission, in addition to 10% of the existing fellowships has earmarked 50 junior research fellowships for scheduled caste or scheduled tribe candidates. It has also invited Vice-Chancellors from the backward areas to identify two colleges per district where colleges do not come up to the UGC norms which could be considered for assistance.

VIII. Non-Formal, Adult and Continuing Education

The Commission has carefully reviewed the position regarding facilities for non-formal education and has set out guidelines for the purpose. Correspondence courses have established themselves as a recognised form of education in no way inferior to the formal system of education. However, adequate attention has sometimes not been paid to maintaining high standards in correspondence courses. The guidelines circulated by the Commission are intended to ensure that standards in correspondence courses are maintained and that teachers involved in correspondence courses are a part of the faculty in each discipline.

Programmes of Adult and Continuing Education have also been expanded. In order that the universities have a better appreciation of the underlying objectives of the continuing education programmes and the role of universities in this important area, the Commission decided to organise two conferences—one for universities in the Southern Zone and the other for universities in Northern Zone. The Conference of the universities in Southern Zone was held at Hyderabad on October 16-19, 1975.

The conference for universities in Northern Zone is to be organised shortly.

The Commission also convened a seminar at the University of Poona to discuss the role of universities in continuing education with special reference to adult education as a university discipline. The seminar was held on February 7-8, 1976. A task force has been appointed to consider this question further.

IX. Rural or Practical Orientation

The Commission has given special consideration to the question of restructuring of university courses at the first degree level so as to make them relevant to the rural environment and to the developmental needs of the community and, with this end in view, to give a practical or field orientation also. The Commission is of the view that special attention needs to be given to the orientation of the existing courses towards rural problems, without creating a completely different channel for such studies. The Commission, with the help of an expert committee, has formulated a set of guidelines for the introduction of such courses of study. The essential features of the guidelines are as follows:

(a) Within the general principles of relevance and flexibility there is an immediate need for combining the "academic component" of courses with some sort of "applied components" suited to the real problems and "work experience" situations faced and felt in the different regions and especially the rural areas of the country. This implies a good deal of integration and broad reframing of courses at the degree level to give them a practical and rural orientation and can be attempted not only in science subjects but also in the field of social sciences.

(b) This implies re-orientation of traditional subjects to the needs of the rural community and the introduction of some relevant applied disciplines related to basic subjects or subject groups.

(c) The courses are to be reoriented in such a manner that a student can apply his theoretical knowledge to the problems of the region through field work, project work, extension etc. In other words, the existing conventional courses may be integrated with concrete problems and the courses related to the development of the region.

(d) The scheme has essentially to be implemented within the existing resources of the university or college but the UGC would support the programme by providing assistance for the purchase of equipment, setting up of workshops and laboratories, pilot plants etc., and for the purchase of books and journals and appointment of extra staff on the merit of each proposal.

The Commission has already selected 18 universities for experimentation in this area. However, the need of restructuring courses with a view to making them relevant to the developmental requirements of the community with special emphasis to rural areas did not receive as much attention from the university community as might have been expected. Efforts to make up this deficiency will have to be taken up on an urgent basis by all concerned.

X. Examination Reforms

The Commission has laid considerable emphasis on effecting reforms in the existing system of examinations. For the purpose, six workshops were held during 1975-76 as a follow-up of the four workshops held in the previous year. The main emphasis in these workshops was on the shift from the numerical mark to the grading system and the introduction of continuous internal assessment. According to information available with the UGC, 48 universities including 6 Institutions deemed to be universities introduced internal assessment in one form or the other during the year. Nearly 25 universities have decided to introduce grading in place of the present system of marking at the postgraduate level beginning with admissions in 1976-77. Follow-up measures are also being taken with special reference to orientation of staff working in the examination branches of the universities.

XI. Support to Research

Research is a vital part of the activities of universities and colleges. In the past, universities have made substantial contribution to research in all fields, including scientific research. However, it has been felt that universities lack the necessary infrastructure for undertaking time-bound programmes of research or developmental research.

In order to strengthen the infrastructure of universities, programmes of Centres of Advanced Study and Departments of Special Assistance are being expanded. In order to involve large number of departments into the programme, departmental support within a ceiling of Rs. 10 lakhs is being provided to departments which are not yet strong enough to be considered under CAS and DSA programmes, but which have a research potential.

It is expected that besides the 51 Centres of Advanced Study/Departments of Special Assistance, 50 more departments will be selected during the next few years.

The programme of Area Studies has been reviewed, laying greater attention to the study of neighbouring countries.

The scheme for providing individual and group support to university and college teachers made substantial progress during the year. In Science, a total number of 335 advanced level research projects by individual teachers at 62 universities were approved by the Commission upto the end of 1975-76. The grants approved for these projects came to Rs. 185 lakhs. In the field of Humanities and Social Sciences, 90 advanced level research projects with a total expenditure of Rs. 21.81 lakhs were approved. In addition, 554 short-term projects at an estimated cost of Rs. 15 lakhs were also accepted in the Humanities and Social Sciences.

The Commission also continued programmes of exchange of teachers between India and other developed and developing countries for mutual advantage. Efforts have been made to establish links between selected departments with counterpart departments in developed and developing countries for undertaking joint and collaborative programmes of research. In all such cases, the fields of collaboration are first identified with the help of expert committees or through visits by experts to the concerned countries.

* * * *

It will thus be seen that the year 1975-76 has been a period of consolidation and growth. Efforts have been made to link education more closely to the developmental needs of the country, to give special attention to the needs of the under-privileged sections of society, and to make higher education more responsive to the needs of a society pledged to the ideals of socialism, secularism and democracy.

SECTION-I

Institutions and Enrolment in Higher Education
Growth in Numbers

The year 1975-76 represented the second year of the Fifth Five Year Plan during which the higher education system witnessed certain stability in enrolments and preparation for implementing the development schemes approved by the University Grants Commission for the period 1974-79.

Against 2,60,175 students in 31 universities and 912 colleges in 1954-55, there were 24,26,109 students in 102 universities, 9 institutions deemed to be universities and 4,508 colleges in 1975-76. The following table indicates the growth of numbers during the years 1954-55, 1963-64 and 1968-69 to 1975-76. As in the report for 1974-75, figures relating to student enrolment exclude enrolment in intermediate classes, pre-university and pre-professional courses, unless otherwise specified.

Year	*Number of universities*	*Number of colleges*	*Number of students*
1954-55	31	912	2,60,175
1963-64	55+7 institutions deemed to be universities	2111	8,42,110
1968-69	76+10 institutions deemed to be universities	3112	15,66,103
1969-70	79+10 institutions deemed to be universities	3297	17,92,780
1970-71	84+9 institutions deemed to be universities	3604	19,53,700
1971-72	86+9 institutions deemed to be universities	3896	20,65,041
1972-73	90+9 institutions deemed to be universities	4158	21,68,107
1973-74	95+9 institutions deemed to be universities	4308	22,34,385
1974-75	102+9 institutions deemed to be universities	4388	23,66,541
1975-76	102+9 institutions deemed to be universities	4508	24,26,109

A chronological list of universities with their student enrolment and number of colleges according to course of study during the period 1971-72 to 1975-76 is given in Appendices I and II respectively. Apendix III gives enrolment in university schools or institutes of correspondence courses. Appendix IV gives total student enrolment for the years 1960-61 to 1975-76.

During 1975-76, no new university was established. 123* new colleges were established during the year under review as against 85 new colleges established during 1974-75. Of these new colleges 85 were Arts, Science and Commerce colleges and 10 were Law colleges. The distribution of new professional colleges is as under; Medicine, Pharmacy, Ayurveda, Nursing and Dentistry 6, Education 8, Oriental Learning 2, Physical Education, Music and Fine Arts 12.

There was an increase of 262 colleges between 1971-72 and 1972-73, 150 colleges between 1972-73 and 1973-74, 80 colleges between 1973-74 and 1974-75 and 120* colleges between 1974-75 and 1975-76.

During the years 1961-62 to 1969-70, the university level enrolment increased by roughly 12.14 per cent per annum. The growth rate dropped to 9.0 per cent in 1970-71, 5.7 per cent in 1971-72, 5.0 per cent in 1972-73 and 3.1 per cent in 1973-74, but again increased to 5.9 per cent in 1974-75 and dropped to 2.5 per cent in 1975-76. The increase in total enrolment over the preceding year and the percentage increase in the number of students from 1960-61 to 1975-76 are given in Appendix IV.

The drop in the growth rate of enrolment can be attributed partly to the provision of correspondence courses and partly to the fact that more and more universities are now permitting students to appear as private candidates or external students in university examinations. While following a policy of regulated admissions to university level courses in the interest of maintenance of standards and proper utilization of our scarce resources, specific measures like the provision of remedial courses and reservation of seats, have been adopted to ensure that students belonging to the weaker sections of the community are not denied access to higher education.

According to stagewise enrolment from 1973-74 to 1975-76 given in Appendix V, postgraduate enrolment as a percentage of total enrolment increased from 9.6 per cent in 1973-74 to 9.9 per cent in 1974-75 and dropped to 9.1 per cent in 1975-76.

Appendix VI gives the stagewise enrolment in university departments or university colleges and affiliated colleges. The affiliated colleges account for 84.8 per cent of the total enrolment in the universities and colleges. The percentage of students in affiliated colleges is as high as 89.4 per cent at the undergraduate stage. The affiliated colleges also account for 52.7 per cent of the enrolment at the postgraduate level and 11.0 per cent of research enrolment.

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*The difference is due to change in the status of some of the existing colleges.

The facultywise distribution of student enrolment from 1973-74 to 1975-76 given in Appendix VII shows that the percentage enrolment in the faculty of Arts (including oriental learning) to the total enrolment went down from 44.9 in 1973-74 to 44.5 in 1975-76. There has also been a decline in the percentage enrolment in science courses from 21.2 per cent in 1973-74 to 19.1 per cent in 1975-76. This question is however linked with the potentialities for employment. Enrolment in Commerce increased from 15.2 per cent in 1973-74 to 16.5 per cent in 1974-75 and 17.1 per cent in 1975-76. The changes in the percentage of enrolment in professional subjects have been of a marginal nature.

In 1975-76, there were 31,624 teachers in the university departments and university colleges. Out of them 2,996 were Professors, 5,484 Readers, 20,658 Lecturers and 2,486 were Demonstrators. Teaching staff in the university departments and university colleges increased in 1975-76 by 3,794 over the preceding year. The proportion of senior teachers (Professors and Readers) also went up marginally.

Staff in the affiliated colleges total 1,35,999 in 1975-76, including 16,513 senior teachers, 1,06,243 lecturers, and 13,243 tutors/demonstrators. There was an increase of 2,047 teachers in the affiliated colleges in 1975-76 over the year 1974-75. The distribution of staff in the university departments and affiliated colleges is given in Appendices VIII and IX respectively.

SECTION II

Approach to Fifth Plan Development Programmes of Universities and Colleges

During the close of the Fourth Plan period, the Commission appointed a planning group to determine priorities and programmes for the Fifth Plan in relation to the requirements of higher education, national development and social change. On the basis of this initial exercise done by the planning group, the Commission formulated general guidelines for the preparation of development proposals by the universities and circulated these to the universities in November 1973. The universities were also advised to constitute planning groups, if they so desired, to formulate suitable development proposals and arrange them in appropriate priorities for discussion with the visiting committees. These guidelines indicate the approach of the Commission to the development of universities and colleges during the Fifth Plan period and are summarised below.

I. General Considerations

(a) The universities may keep in view the interest of bringing to successful completion the programmes already initiated by them during the Fourth Plan period or in earlier plans. These programmes and the grants to be paid for their completion after 1st April, 1974 will be treated as a charge on the Fifth Plan allocation of the university for development programmes.

(b) Since the expenditure on the construction of new buildings has been kept down to the minimum, the universities may review the building programmes, which may have been approved during the Fourth Plan period but whose construction was not taken up for one reason or the other. The universities may decide whether the inclusion of such building activities in their Fifth Plan allocations is absolutely necessary.

(c) The emphasis during the Fifth Plan period should be on consolidation, strengthening and proper orientation of the existing departments. The main focus of the Fifth Plan development schemes should be on the improvement of quality and maintenance of standards.

(d) The expansion of enrolment in formal and full-time education should be properly regulated, particularly at the undergraduate stage. This is necessary in order that facilities may be maintained at an adequate level and only those students are admitted who have the aptitude and motivation to benefit from higher education. However, in order that access to higher education is not denied to the weaker and underprevileged sections of the community, expansion in enrolment may be promoted through part-time, own-time, correspondence courses or extended/evening classes programmes.

(e) Universities should outline what steps they plan to take with regard to examination reforms along the lines indicated in the brochure *Examination Reform—A Plan of Action.*

(f) Universities should take a positive attitude to giving a greater measure of autonomy to university departments with regard to syllabi, courses of study, assessment and examinations.

(g) Universites may encourage their staff to make maximum use of the faculty improvement programmes such as summer schools, seminars, national associateship, faculty exchange, teacher fellowships, etc.

(h) Universities may try to develop extension programmes on part time basis in order to extend their knowledge and skills to the local community. These programmes will have to be organised in collaboration with voluntary agencies, industries, etc.

II. Postgraduate Studies

(a) Postgraduate teaching should be consolidated as far as possible in university departments or at postgraduate centres set up by the university or through a coordinated programme by groups of colleges or in well established postgraduate departments in the colleges. The tendency to start postgraduate departments in subviable colleges should be curbed.

(b) The need for increasing seats in the postgraduate departments and facilities should be properly assessed.

(c) The consolidation of postgraduate departments should receive priority over starting new departments. Postgraduate education programmes should be given a stronger research base.

(d) Efforts may be made to coordinate and centralise measures for instrumentation and other experimental facilities in the university with adequate provision for maintenance and repair in order to ensure their maximum use.

(e) Efforts should be made to develop pre-Ph.D. course programmes so as to make the training for Ph.D. broad based.

(f) Efforts may be made to develop collaborative and interdisciplinary programmes of study and researches involving several departments e.g., programmes in area studies.

(g) Priority should be given to departments/centres which try to develop new types of postgraduate and research programmes, particularly those related to national and regional needs.

III. Colleges

(a) The universities may keep in view the interest of bringing the undergraduate colleges to an optimum level of functioning both with regard to facilities as well as enrolments, so that they can maintain proper standards and at the same time relate their educational activities to local and regional problems of relevance.

(b) Efforts should also be made towards removal of regional imbalances, creating opportunities for higher education for the underprivileged sections of society and also underdeveloped areas in each region.

(c) Special emphasis may be given to supplementary programmes and courses to help students from scheduled castes and scheduled tribes and other under privileged communities so that they may be enabled to overcome their initial handicap.

(d) The universities may give special attention to the structure and contents of courses in colleges located in the rural areas.

(e) Academic centres to meet the needs of a group of colleges may be established particularly in big cities.

(f) Universities may draw up plans for utilising programmes like College Science Improvement Programme and similar programmes for Humanities and Social Sciences. They could also encourage their departments to take a leadership role in the development of postgraduate education through programmes like ULP (university leadership project).

(g) Some universities may try to develop new type of science-cum-humanities courses at the undergraduate levels where the student takes some courses in the humanities areas (economics, social sciences, philosophy, human affairs, fine arts and literature) and some in sciences (development of scientific ideas, scientific methods and attitude, science and the problems of economic development, science policy, ecology and human environment, impact of science and technology on society, etc.) some of which the student may study in depth.

IV. *Development Programmes in the Fifth Plan*

The programmes for higher education to be taken up by the universities may be classified into two categories : (a) programmes for which the universities would be required to formulate detailed proposals and (b) programmes relating to certain schemes which the University Grants Commission may initiate in the universities on a selective basis.

The former category would broadly include proposals for (i) development of existing university departments of teaching and research, (ii) introduction of new specialisations or areas of study in the existing departments and establishment of individual departments, (iii) programmes of reform, such as modernisation of courses, giving specific orientation to research activities, etc. (iv) library facilities and services, (v) workshop facilities and other central maintenance facilities, (vi) general amenities for students and staff, such as, hostels, residential quarters, students study centres, etc. and (vii) health centres.

The programmes which the University Grants Commission would initiate on a selective basis would include schemes, such as (1) college science or humanities improvement programme, (2) autonomous colleges (3) examination reforms, (4) scholarships and fellowships, (5) grants for support of individual, group and departmental research programmes, (6) area studies, (7) museums, (8) adult or continuing education etc.

V. *Basis of Allocations*

The Commission had generally agreed that during the Fifth Plan period the UGC would utilise about 2/3 of the allocation for general development programmes of the universities and colleges and the balance for special programmes to be initiated by the UGC on a selective basis. About 1/3 of the amount proposed for the universities and colleges could be earmarked for the general development of colleges.

VI. *Pattern of Assistance*

A. UNIVERSITIES

It would be useful to see that assistance for different inputs broadly conform to the limits indicated below while accepting development schemes of universities.

(a) Buildings*	25% of total allocation

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*In case of established universities the distribution of expenditure on items (b), (c) and (d) could vary, if necessary.

(b) Staff	27%
(c) Equipment	20%
(d) Books	20%
(e) Miscellaneous	8%

B. POSTGRADUATE COLLEGES

The broad distribution of grants on major items for development of postgraduate education in affiliated colleges may be the same as for the universities and as indicated above.The expenditure on staff in postgraduate colleges should be so arranged that about 50 per cent is utilised for the appointment of additional staff and the remaining 50 per cent is utilised for faculty improvement programmes.

C. COLLEGES

In the case of colleges, the assistance for different items in the plan may broadly conform to the limits indicated below :

Books and equipment	1/2
Building	1/3rd
Faculty improvement and additional staff	1/6th

The implementation of the Fifth Five Year Plan programmes in the universities and colleges and the assessment of the Visiting Committees are generally to conform to the guidelines formulated by the Planning Group and accepted by the Commission, as outlined above.

SECTION III

Development of Universities

The assistance of the Commission towards the development programmes of the universities in the Fifth Plan period falls into three broad categories. Firstly, there are projects accepted by the Commission in the earlier plans which have not been completed or programmes for which the assistance of the Commission was available beyond the Fourth Plan period. These have been included by the universities in the spill-over and are to be treated as a first charge on the Fifth Plan allocations of the universities concerned. These include equipment, books and journals, academic buildings, staff quarters and the development of postgraduate centres. Secondly, in view of the fact that assessment by the visiting committees inevitably takes time, the Commission allocated basic grants to the universities to enable them to meet their immediate requirements for books and journals and equipments. Thirdly, allocations have been made to the universities for their development in the Fifth Plan period on the basis of the recommendations of the visiting committees keeping in view the availability of resources.

(I) Non-Plan and Plan

Statement of grants paid to the universities for a period of 5 years ending 1973-74 was given in the Annual Report of the UGC for 1973-74. The breakup of grants paid during 1974-75, and 1975-76 in respect of both plan and non-plan expenditure is given below:

Amount in Rupees

	1974-75	*1975-76*
I. NON-PLAN PROJECTS		
A. Administration charges	58,69,142	63,61,596
B. Block grant to Central Universities	12,00,00,000	@18,97,77,000
C. (i) Maintenance grants to constituent/affiliated colleges of Delhi University	4,64,03,939	8,21,29,548 *2,97,742
(ii) Revision of pay scales and additional D.A. to Academic & Non-academic staff	1,53,13,500	

@ Including Institutions deemed to be universities.
* By adjustment.

	Amount in Rupees	
	1974-75	*1975-76*
I. NON-PLAN PROJECTS *(Contd.)*		
D. Schemes not covered under Block grant (Revision of pay scales and additional D.A. to Academic & Non-Academic staff of Central Universities).	3,14,23,864	1,98,95,750
II. PLAN PROJECTS		
A. Grants to Central and State Universities for Humanities	3,26,38,249 *1,52,766	3,04,82,438 *1,99,268
B. Grants to Central and State Universities for Science	5,98,82,916 *10,24,423	7,76,14,488 *5,73,560
C. Grants to Central and State Universities for Eng. & Tech.	2,70,93,402 *8,652	3,93,33,516 *30,516
D. Grants to Constituent/ Affiliated Colleges	3,81,06,966 *9,331	2,77,33,906 *28,505
E. Grants to Central and State Universities for Miscellaneous Schemes	8,97,40,594 *7,87,837	10,72,81,842 *4,39,213
F. Miscellaneous Expenditure	16,17,423 *5,522	23,42,345
Total	46,80,89,995 *19,88,531	58,29,52,429 *15,68,804

* By adjustment.

(II) Non-plan Grants to Central Universities

Grants paid by the Commission towards the maintenance of central universities (non-plan) during 1974-75 and 1975-76 are as under:

		Amount in Rupees	
		1974-75	*1975-76*
1.	Aligarh Muslim University	3,25,00,000	5,00,00,000
2.	Banaras Hindu University	4,45,00,000	6,50,00,000
3.	Delhi University	2,25,00,000	3,01,00,000
4.	Jawaharlal Nehru University	1,13,00,000	1,43,00,000
5.	Visva-Bharati	92,00,000	1,27,00,000
	Total	12,00,00,000	17,21,00,000

Grants were also paid for the revision of pay scales for teaching and non-teaching staff w.e.f. 1st January, 1973 as also for the additional D.A., HRA, CCA etc. The Commission paid the following grants to the central universities for the purpose during 1974-75 and 1975-76.

Amount in Rupees

		1974-75	*1975-76*
1.	Aligarh Muslim University	92,95,012	73,82,700
2.	Banaras Hindu University	84,02,052	71,07,700
3.	Delhi University	99,84,800	23,71,900
4.	Jawaharlal Nehru University	16,67,000	7,61,500
5.	Visva-Bharati	20,75,000	22,71,950

The Commission also continued to provide grants under plan expenditure to the Banaras Hindu University, Aligarh Muslim University and Delhi University, for medical education. The following grants were paid in 1975-76.

Amount in Rupees

S. No.	*Name of University*	*Medical Colleges*	*Hospitals*
1.	Aligarh Muslim University	4,03,592	1,45,563
2.	Banaras Hindu University	11,38,442*	31,50,000
3.	Delhi University	11,93,000	—

* Including Rs. 2,17,622 by adjustment.

In addition to plan grants the Commission pays the non-plan grants to Delhi University, Collge of Medical Sciences. During .975-76 a sum of Rs 10,98,000 was paid under this head. Grants for the medical colleges of Aligarh Muslim University and Banaras Hindu University are met out of the block grant.

The Commission also continued to pay grants to the central universities for their campus development. During 1975-76, a grant of Rs. 11,80,200 was sanctioned for the purpose.

(III) Grants for Plan Projects

A statement of the grants paid to the universities during 1975-76 under Plan projects and section-III—(Expenditure out of grants received from the Government of India and other sources for specific purposes) is given in Appendix X.

In anticipation of the recommendations of the visiting committees, the Commission allocated to the universities basic grants for the purchase of books and journals, scientific equipments and for certain other projects to enable them to meet their immediate requirements for 1974-75 and 1975-76. The grants were to be utilised for (a) honouring commitments already entered into during Fourth Plan period for which payments could not be made in the Fourth Plan and (b) immediate requirements for library books and journals and scientific equipments upto the time further grants are made on the basis of the recommendation of the Visiting Committees. The basic grants are treated as the first charge on the Fifth Plan allocations of the universities concerned.

The basic grants allocated to 70 universities and six institutions deemed to be universities amounted to Rs. 242 lakhs for purchase of books and journals and Rs. 363 lakhs for purchase of scientific equipments. Details are given in Appendix XI.

The following grants were paid to the universities and institutions deemed to be universities during 1974-75 and 1975-76.

*Rupees in Lakhs**

	Purpose	*1974-75*	*1975-76*
1.	Science departments	609.07	881.88
2.	Humanities & Social Sciences	327.91	306.82
3.	Engineering & Technology	271.02	393.64
4.	Miscellaneous schemes*	905.28	1077.21

*The figures include research fellowships and support for departmental projects and miscellaneous schemes etc. and hence do not tally with those given in subsequent tables in respect of science departments, humanities and social sciences and engineering and technology.

(IV) *Grants for Development of Science*

During 1975-76, the Commission paid grants totalling Rs. 781.88 lakhs to the central and state universities for the development of Science Education and Research.

The assistance given to the universities for this purpose during 1974-75 is also given below for purposes of comparison.

Rupees in Lakhs

	Items of expenditure	*1974-75*	%	*1975-76*	%
1.	Staff	59.81	14	12.92	2
2.	Eqnipment	174.97	39	268.09	50
3.	Books & Journals	54.54	12	101.30	19
4.	Buildings	80.15	17	52.52	10
5.	Centres of Advanced Study	50.07	10	36.65	7
6.	Special Assistance to selected departments	36.41	7	57.72	11
7.	Other Schemes	2.39	1	6.70	1
	Total	458.34	100	535.90	100

It will be seen from the above table that as a proportion of the total expenditure on Science Education and Research in 1975-76, the maximum amount was spent on equipment, books and journals, followed by special assistance to selected departments and buildings. The assistance of the UGC for Centres of Advanced Study and selected departments is continuing in the Fifth Plan. The expenditure on equipment, books and journals and buildings was, however, allowed to be carried over as spill-over in so far as commitments were made in the Fourth Plan period. The expenditure on staff and other items was reimbursed to the universities only to the extent of the actual expenditure during the Fourth Plan period.

Computer Development

The Commission has appointed an Advisory Committee to examine the question of the development of computer facilities in the universities during Fifth Plan period. The proposals received from the universities in this regard were first processed by this Committee. The Committee suggested that Expert Committees may be appointed to visit the universities concerned to examine their computer requirements.

The Committees visited Banaras, Bombay, Dibrugarh, Gauhati, Jammu, Kerala, M.S. University of Baroda, Panjab, Poona and Ranchi Universities. The Commission accepted the recommendations of the Expert Committees and agreed to provide suitable grants for the purchase of TDC computers manufactured by ECIL, Hyderabad, to the following Universities:

Dibrugarh, Gauhati, Ranchi, Jammu, Kerala, Bombay and Baroda. It was agreed that the Banaras, Panjab, Poona and Roorkee Universities may be assisted towards the provision of medium size computers to be imported from other countries. This matter is being examined in consultation with the Department of Electronics, Government of India.

(V) *Grants for the Development of Humanities and Social Sciences*

Grants for the development of the Humanities and Social Science departments were paid to the universities in respect of the programmes accepted by the Commission. The following grants were paid to the universities during 1974-75 and 1975-76.

Rupees in Lakhs

S.No.	*Items of Expenditure*	*1974-75*	%	*1975-76*	%
1.	Staff	76.10	32	19.78	11
2.	Equipment	7.80	4	4.57	2
3.	Books and Journals	80.48	34	101.09	54
4.	Buildings	42.21	18	33.98	18
5.	Centres of Advanced Study	13.82	6	13.23	7
6.	Special assistance to selected departments	4.07	2	5.03	3
7.	*Other Schemes*				
	a. Area Studies Programme	3.11	1	5.52	3
	b. Teachers' Training Programme	8.42	3	4.20	2
	Total	236.01	100	187.40	100

It will be noted from the above table in relation to the expenditure on the development of science departments that the expenditure on the humanities and social science departments was lower specially in regard to the purchase of equipments and the special assistance to selected departments. The Commission has thus invested a significantly higher proportion of its funds for the development of science departments, partly because the needs of the science departments are greater and partly in keeping with the national policy for the development of sciences. It will also be noted that while the expenditure on the science departments was higher in 1975-76 as compared to the expenditure in 1974-75, the expenditure on the humanities and social science departments declined in 1975-76 as compared to the expenditure in 1974-75. No significance needs to be attached to this in view of the fact that a greater part of the payments made during 1974-75 and 1975-76 are due to commitments made in the earlier plan periods. The largest expenditure as a proportion of the total expenditure on humanities and social science departments has been on books, journals and buildings but the year to year variations in regard to itemwise expenditure are not to be given any significance for purposes of analysis and interpretation.

(VI) *Development Grants for Engineering and Technology*

Assistance provided by the Commission to the universities for the development of engineering and technology during 1974-75 and 1975-76 is indicated below:

Rupees in Lakhs

S. No.	*Items of Expenditure*	*1974-75*	*%*	*1975-76*	*%*
1.	Staff and maintenance	47.34	18	50.79	18
2.	Equipment	95.86	35	74.92	27
3.	Books and Journals	18.33	7	10.20	4
4.	Buildings	38.02	14	28.12	10
5.	Fellowships and Scholarships	69.68	26	113.26	41
6.	Miscellaneous Schemes	0.25	—	00.52	—
	Total	269.48	100	277.81	100

The expenditure on fellowships and scholarships (41%), followed by equipment (27%) and staff (18%) account for a significant proportion of the total expenditure on the development of engineering and technology during 1975-76. Expenditure on books and journals in 1974-75 and 1975-76 remained low because the universities lifted the greater part of their basic grant for this purpose in the first two years of the Fourth Plan period.

Introduction of Business Administration Course in the Universities

The All India Board of Technical Studies in Management recommended the institution of M.B.A. course in universities/institutions. The UGC appointed a Committee to advise it regarding university departments which may be permitted to start the postgraduate courses in business administration. The Committee recommended that universities may be selected keeping in view the facilities for management courses already available, the area of the State and the development of industry and other relevant factors.

In addition to 13 universities selected upto 1974-75, three more universities viz. Gauhati, Gujarat and South Gujarat were permitted to start the M.B.A. course in 1975-76.

Undergraduate Courses in Engineering and Technology

Assistance for development of undergraduate courses in engineering and technology in universities or institutions is being provided by the UGC on 50:50 sharing basis.

The Ministry of Education approached the Planning Commission for allocation of funds for development of undergraduate engineering education and requested the Commission to make annual plan provision for the consolidation and development of undergraduate courses in engineering and technology in the university departments and institutions.

A joint UGC/AICTE Committee has been set up to formulate guidelines for inviting proposals from universities for consolidation and strengthening of various courses in engineering and technology during the Fifth Plan period with the available resources.* On the basis of the Fifth Plan proposals received from the universities, the visiting committees will visit the universities for assessing their requirements for the Fifth Plan period.

Research Projects

During 1975-76 the Commission approved 26 research projects received from various universities involving a total non-recurring and recurring expenditure of about Rs. 20.00 lakhs in pursuit of well-defined time bound research proposals. The quantum of assistance for an individual proposal varies from Rs. 6,000 to Rs. 1,50,000 for periods ranging from 1 to 3 years.

Research Associateships

Research Associateships have been instituted in engineering and technology to provide opportunity to research students and teachers who have shown extraordinary talent for research and competence to take up research work independently. The total emoluments vary from Rs. 700 to Rs. 1,100 (consolidated) p.m. besides a contingency grant of Rs. 2,000 per annum. The Commission approved 23 research associateships during 1975-76.

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*The guidelines have since been formulated and the universities have been requested to prepare their proposals for development of teaching and research in engineering and technology—undergraduate as well as postgraduate courses—within the allocations keeping in view the guidelines.

Visiting Committees

The University Grants Commission appointed two Visiting Committees to assess the requirements for development of teaching and research in engineering and technology in respect of Indian School of Mines, Dhanbad and Indian Institute of Science, Bangalore. The reports are awaited.

(*VII*) *Fifth Plan Proposals of Universities*

As stated in the UGC Annual Report for 1974-75, the Commission invited proposals for the development of university teaching departments and postgraduate centres from 72 universities and 6 institutions deemed to be universities within a ceiling of Rs. 107.25 crores allocated for the purpose. Universitywise details are given in Appendix XII. The universities were requested to formulate their proposals in the light of guidelines sent to them as detailed in Section-II of the Report.

The Commission advised State Governments to set up an Inter-university Coordination Board in order to ensure the coordinated development of the academic programmes and optimum utilization of the existing physical & academic facilities. The Board may consist of Vice-Chancellors of the different universities, representatives of the State Government and the UGC.

Each university has also been advised to set up a planning board which would engage in a continuous review of the implementation of the development programmes in the universities and also suggest measures for making these programmes more effective and relevant to the local needs.

As a general policy, it has been decided that appointments will be made by the universities through open advertisement in respect of the posts sanctioned by the Commission.

The Visiting Committees which assessed the Fifth Plan development requirements of the universities in the different Zones took into consideration a number of relevant factors viz. the structure and organisational pattern of the university, courses of study and syllabi, existing physical and academic facilities including libraries and laboratories, the standards of teaching and research, integration of academic programmes and possibility of inter-disciplinary studies and researches, faculty improvement, restructuring of courses and other innovative measures. The details of new posts sanctioned during the Fifth Plan period and some of the new courses to be introduced by the universities in the current plan period with financial assistance from the Commission are given below for each of the Zones.

(*a*) **Southern Zone** (*Andhra Pradesh, Kerala, Karnataka and Tamilnadu*)

New Posts sanctioned during the Fifth Plan Period*

S. No.	*Name of the University or P.G. Centre*	*P*	*R*	*L*	*O*
Andhra Pradesh					
1.	Andhra	12	26	26	6
2.	Osmania	11	24	10	6
3.	Sri Venkateswara	8	17	10	7
4.	Anantpur (PG. Centre)	2	9	8	2
5.	Guntur (PG. Centre)	—	9	7	2
6.	Warangal (PG. Centre)	—	10	5	2
Kerala					
7.	Kerala	11	29	10	9
8.	Calicut	12	26	22	7
9.	Cochin	8	15	12	10
Karnataka					
10.	Bangalore	—	29	25	18
11.	Mysore	5	20	24	9
12.	Karnatak	9	17	25	7
Tamilnadu					
13.	Madras	7	15	21	14
14.	Madurai	10	15	21	8
15.	Annamalai	2	6	3	2

*P—Professor; R—Reader; L—Lecturer; O—Others.

Statement showing allocations made for Books, Journals, Equipment and Buildings during the Fifth Plan Period

Rupees in Lakhs

S. No.	*Name of the University*	*Books & Journals*	*Equipment*	*Buildings*	*Miscellaneous*
1	2	3	4	5	6
Andhra Pradesh					
1.	Andhra	14.30	27.35	11.25	10.55
2.	Osmania	25.70	38.77	5.65	6.60
3.	Sri Venkateswara	13.25	19.60	4.75	5.50
4.	Anantpur (PG. Centre)	7.55	11.60	8.25	—
5.	Guntur (PG. Centre)	4.00	8.02	7.00	5.00
6.	Warangal (PG. Centre)	6.60	9.35	4.50	2.50
Kerala					
7.	Kerala	22.65	32.00	9.00	11.80
8.	Calicut	19.20	19.50	11.95	3.00
9.	Cochin	16.90	18.65	14.50	1.80

1	2	3	4	5	6
Karnataka					
10.	Bangalore	17.90	24.50	20.28	12.00
11.	Mysore	17.20	26.10	20.36	8.25
12.	Karnatak	13.30	17.00	17.38	6.00
Tamilnadu					
13.	Madras	27.50	37.70	19.55	8.68
14.	Madurai	13.65	19.55	24.70	5.00
15.	Annamalai	10.75	18.35	10.25	1.00

New Courses Approved

Cochin University

1. Diploma and certificate courses with a vocational bias in a number of areas e.g. Industrial Chemistry, Marine-Biology, etc.
2. M.Phil.

Calicut University

1. Diploma courses in Hindi translation, Research methodology, Journalism, etc.
2. M.Phil.

Kerala University

1. Diploma courses in Applied Electronics, Counselling, etc.
2. M.Phil.

Osmania University

1. Diploma courses in Biochemistry, Ground Water, Geophysics, Personnel Management, Taxation, Translation, etc.
2. M.Phil.

Andhra University

1. Diploma course in Radio/T.V. Electronics, Instrumentation, Defence Studies, Economic Development and Planning, etc.
2. M.Phil.

Sri Venkateswara University

Diploma course in Plant Physiology, Counselling, etc.

Karnatak University

Certificate course in Yoga.

Madurai University

M.Phil.

(*b*) **Northern Zone** (*Uttar Pradesh, Jammu & Kashmir, Himachal Pradesh, Punjab, Haryana and the Union Territory of Chandigarh*)

New Posts sanctioned during the Fifth Plan Period*

S. No.	Name of the University or P.G. Centre	P	R	L	O
	Uttar Pradesh				
1.	Aligarh	16	40	6	13
2.	Allahabad	9	21	8	26
3.	Gorakhpur	11	10	—	15
4.	Lucknow	18	29	4	31
5.	Roorkee	10	18	11	10
	Jammu & Kashmir				
6.	Jammu	4	15	16	10
7.	Kashmir	2	9	17	10
	Himachal Pradesh				
8.	Himachal Pradesh	1	2	2	5
	Punjab				
9.	Punjabi	2	11	7	7
10.	Guru Nanak	7	14	16	9
	Haryana				
11.	B.N. Chakravarty	6	14	12	11
12.	Rohtak (P.G. Centre)**	3	6	1	5
	Union Territory of Chandigarh				
13.	Panjab	4	23	20	12

* P—Professor; R—Reader; L—Lecturer; O—Others.

** Since merged with Rohtak University established on 19.4.1976.

*Statement showing allocations made for Books, Journals, Equipment and Buildings during the Fifth Plan Period.**

Rupees in Lakhs

S. No.	*Name of the University or P.G. Centre*	*Books & Journals*	*Equipment*	*Buildings*	*Miscellaneous*
	Uttar Pradesh				
1.	Aligarh Muslim	17.95	29.22	13.25	18.75
2.	Allahabad	22.51	34.90	21.25	—
3.	Gorakhpur	6.25	12.94	13.70	—
4.	Lucknow	14.20	29.60	23.15	0.94
5.	Roorkee	2.35	22.95	8.25	0.15
	Jammu & Kashmir				
6.	Jammu	20.87	15.00	17.00	0.60
7.	Kashmir	21.00	13.50	18.20	1.00
	Himachal Pradesh				
8.	Himachal Pradesh	19.76	5.98	4.67	—
	Punjab				
9.	Guru Nanak	13.00	19.95	10.05	—
10.	Punjabi	10.00	18.80	10.17	1.00
	Haryana				
11.	B.N. Chakravarty	4.50	23.70	13.00	—
12.	Rohtak (P.G. Centre)**	11.00	10.57	6.50	—
	Union Territory of Chandigarh				
13.	Panjab	15.00	54.60	28.43	2.10

* The grants for books and equipments indicated above include basic grants approved by the Commission for these items pending the visit of the Committee for assessing the Fifth Plan development proposals.

** Since merged with Rohtak University established on 19.4.1976.

The Meerut University was requested to revise its proposals in the light of discussions held with the Vice-Chancellor of the university. The revised proposals of the university are under consideration. The question of organisation of teaching and research in Agra University has to be further examined with the help of an expert committee. The reports of the Visiting Committees to Banaras Hindu University and Kanpur University have been finalised and are under the consideration of the Commission. The report of the Visiting Committee to Sampurnanand Sanskrit Vishwavidyalaya, Varanasi, is being prepared. The Visiting Committees are likely to visit Gurukul Kangri, Hardwar and Kashi Vidyapith, Varanasi to assess their Fifth Plan development proposals during 1976-77.

New Courses Approved

University	*Courses*
Kashmir University	One year course in Persian and a Diploma Course in Kashmiri.

(c) **Eastern Zone** (*Assam, Bihar, Orissa and West-Bengal*)

New Posts sanctioned during the Fifth Plan Period*

S. No.	*Name of the University*	*P*	*R*	*L*	*O*
Bihar					
1.	Bihar	4	23	7	9
2.	Bhagalpur	10	18	10	8
3.	Magadh	13	18	3	0
4.	Patna	10	29	10	1
5.	Ranchi	15	17	5	19
Assam					
6.	Dibrugarh	6	21	3	1
7.	Gauhati	8	17	1	3
Orissa					
8.	Berhampur	12	12	3	5
9.	Sambalpur	3	13	11	8
10.	Utkal	4	15	15	9
West Bengal					
11.	Burdwan	3	18	5	17
12.	Kalyani	8	8	14	3
13.	North Bengal	9	22	12	6

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* P-Professor; R-Reader; L-Lecturer; O-Others.

36

Statement showing allocations made for Books, Journals, Equipment and Buildings during the Fifth Plan Period

Rupees in Lakhs

S. No.	*Name of the University*	*Books & Journals*	*Equip-ment*	*Buildings*	*Miscell-aneous*
Bihar					
1.	Bihar	14.19	12.92	6.29	11.14
2.	Bhagalpur	12.38	12.43	10.60	13.35
3.	Magadh	13.35	12.95	21.21	4.62
4.	Patna	17.80	18.83	25.13	17.66
5.	Ranchi	12.45	15.12	29.85	2.45
Assam					
6.	Dibrugarh	21.75	13.50	33.83	0.05
7.	Gauhati	33.65	30.05	30.07	1.35
Orissa					
8.	Berhampur	8.09	9.20	8.85	2.42
9.	Sambalpur	8.30	10.27	22.95	0.90
10.	Utkal	14.57	15.60	17.23	2.05
West Bengal					
11.	Burdwan	18.20	27.96	10.30	11.75
12.	Kalyani	9.36	12.04	11.75	0.60
13.	North Bengal	12.70	15.05	6.60	6.75

New Courses Approved

S.No.	*University*	*Courses*
1.	Bhagalpur University	Home Science
2.	Magadh University	Centre for Developmental Studies
3.	Patna University	Home Science
4.	Ranchi University	(i) Commerce
		(ii) Central Workshop
5.	Dibrugarh University	Life Science
6.	Berhampur University	(i) English
		(ii) Commerce
		(iii) Linguistics
7.	Sambalpur University	(i) Sociology and Anthropology
		(ii) Home Science
		(iii) Statistics
		(iv) Library Science
8.	Utkal University	Centre for Regional Studies
9.	Burdwan University	Inter-Departmental Project in Life Science.
10.	Kalyani University	(i) Political Studies
		(ii) History
		(iii) Commerce
11.	North Bengal University	(i) Centre for Life Science
		(ii) Sociology and Social Anthropology

(d) **Western Zone:** *(Maharashtra, Gujarat, Rajasthan and Madhya Pradesh)*

New Posts sanctioned during the Fifth Plan Period*

S. No.	*Name of the University*	*P*	*R*	*L*	*O*
Madhya Pradesh					
1.	A.P. Singh	3	7	10	3
2.	Bhopal	3	8	8	7
3.	Indore	7	9	17	9
4.	Indira Kala	1	3	7	9
5.	Jiwaji	5	2	15	4
6.	Ravi Shankar	4	6	11	14
7.	Saugar	11	16	15	18
8.	Vikram	5	8	9	19
Gujarat					
9.	Gujarat	10	28	34	7
10.	M.S. University of Baroda	10	20	20	5
11.	Sardar Patel	9	18	19	7
12.	Saurashtra	6	5	13	4
13.	South Gujarat	8	12	15	3
Maharashtra					
14.	Bombay	15	23	10	—
15.	Marathwada	4	9	9	7
16.	Nagpur	14	11	7	4
17.	Poona	13	17	13	3
18.	Shivaji	7	6	4	4
19.	T.I.S.S.**	3	4	5	10
Rajasthan					
20.	Jodhpur	4	11	13	3
21.	Rajasthan	1	20	16	5
22.	Udaipur	4	12	8	3

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* P-Professor; R-Reader; L-Lecturer; O-Others.
**T.I.S.S.—Tata Institute of Social Sciences.

Statement showing allocations made for Books, Journals, Equipment and Buildings during the Fifth Plan Period

S. No.	Name of the University	Books	Equipment	Buildings	Miscellaneous
	Madhya Pradesh				
1.	A.P. Singh	11.00	12.00	23.30	0.50
2.	Bhopal	5.50	6.60	7.00	2.40
3.	Indore	10.00	13.45	11.40	10.90
4.	Indira Kala	3.72	5.15	7.90	1.00
5.	Jiwaji	12.70	17.00	4.26	5.10
6.	Ravi Shankar	12.70	17.05	4.50	1.10
7.	Saugar	18.00	25.47	21.55	4.77
8.	Vikram	13.25	18.49	4.63	5.84
	Gujarat				
9.	Gujarat	10.00	20.00	9.56	13.00
10.	M.S. University of Baroda	20.00	23.00	16.00	10.00
11.	Sardar Patel	10.00	19.65	12.00	1.00
12.	Saurashtra	8.00	14.50	6.75	2.50
13.	South Gujarat	11.50	10.50	9.00	0.90
	Maharashtra				
14.	Bombay	32.27	29.67	53.00	11.85
15.	Marathwada	11.00	19.40	13.88	0.75
16.	Nagpur	20.00	18.70	26.41	0.50
17.	Poona	10.08	39.03	15.78	1.60
18.	Shivaji	7.75	19.40	14.25	0.50
19.	S.N.D.T.	7.65	4.18	1.12	0.50
20.	T.I.S.S.	3.00	2.55	12.32	1.10
	Rajasthan				
21.	Jodhpur	11.00	14.17	4.88	3.10
22.	Rajasthan	25.50	23.00	6.50	18.50
23.	Udaipur	14.50	15.40	15.50	5.50

New Courses Approved

S. No.	*University*	*Courses*
1.	Gujarat	(i) Textile Chemistry (ii) Analytical Chemistry (iii) Polymer Science
2.	A.P. Singh	(i) Environmental Biology (ii) Super Neutron Unit
3.	Indira Kala Sangeet	Centre for Folk Music and Arts
4.	Bhopal	(i) Biosciences (ii) Regional Planning & Economic Growth
5.	Jabalpur	Biosciences
6.	Jodhpur	Desert Development

Grants to Central Universities covered by the above Provisions

The Fifth Plan development proposals of Delhi University including South Delhi Campus, and Jawaharlal Nehru University, were assessed by the Visiting Committees. The Commission accepted the reports of the Committees on Delhi University and Jawaharlal Nehru University and its Centre at Imphal. Grants to the tune of Rs. 2,87,50,144 were made to Delhi and Jawaharlal Nehru Universities and Jamia Millia for their development during 1975-76 as under.

University	*Grant in Rupees*
Delhi University	25,66,968
Jawaharlal Nehru University	1,90,77,936 +20,00,000 (Bulgarian Computer)
Postgraduate Centre of J.N.U. at Imphal	5,75,000
South Delhi Campus of Delhi University	45,30,240

Grants to Hyderabad and North-Eastern Hill Universities were paid both for maintenance and development, as indicated below during the year under report.

University	*Grant in Rupees*
Hyderabad University	1,10,50,000
North-Eastern Hill University	70,00,000

The development grants were for the purpose of additional staff, purchase of books, journals, equipment etc.

SECTION IV

Development of Colleges

The affiliated colleges occupy a pivotal position in the field of higher education and in regard to the maintenance of standards as the bulk of the student population is receiving instruction in the colleges. There is also a fair proportion of teachers working in the colleges as detailed in Section I of the Report. No improvement of standards in the real sense of the term is, therefore, possible unless the conditions of teaching and learning in the colleges are improved substantially. However, in the present set up, the colleges are bedevilled by a number of problems. Firstly, the bond of affiliation of the colleges with the university is far too tenuous, and the colleges, particularly the smaller and more distant ones cannot acquire the feeling of being a part in any real sense of the university. A number of universities are hardly able to exercise effective coordination in regard to the conditions of affiliation and the implementation of the various rules and regulations. For this reason, there is a great variation in the quality of undergraduate education. Secondly, the pattern of student strength in the colleges according to the range of enrolment indicates that nearly 50 per cent of the colleges have an enrolment of below 400. Colleges with such small enrolment find it difficult to become viable either financially or academically. It is also difficult for these colleges to provide a medium of the requisite facilities by way of qualified staff, libraries, laboratories, class-rooms etc. Thirdly, the Commission, in view of the limited resources at its disposal, has not been able to invest a significant portion of its funds for the development of colleges.

The Commission's strategy for the development of colleges, keeping in view the limitation of resources and the immensity of the problems, is to bring about qualitative improvements through such programmes as the College Science Improvement Programme and the College Humanities and Social Science Improvement Programme; to give special attention to colleges in the metropolitan cities and to raise the level of assistance for the development of undergraduate courses—besides other programmes of student welfare such as the establishment of book banks, student aid fund etc. Additional support is provided for postgraduate studies and research in the colleges towards such items as additional staff, equipment, books and journals and buildings.

During the Fourth Plan period, the Commission provided assistance upto Rs. 3 lakhs to the colleges for development of undergraduate education in arts, science and commerce courses and other facilities in colleges. Depending upon the progress of the implementation of the scheme, a college could be further assisted for additional amount of Rs. 1 lakh. In addition, assistance upto Rs. 3 lakhs was made available to selected colleges for construction of a teachers' hostel on approved sharing basis of 80 (UGC) : 20 (Colleges), outside the general financial ceiling of Rs. 3 lakhs.

At the beginning of the Fifth Plan, the Commission agreed to provide assistance upto Rs. 5 lakhs during the plan period for the development of undergraduate education in arts, science and commerce courses in the colleges. The assistance was available in two phases, viz. Rs. 3 lakhs in Phase I and Rs. 2 lakhs in Phase II. In June, 1976 the Commission reviewed the position and agreed that in the case of colleges which have a student enrolment and staff of 50% more than the prescribed eligibility conditions, the proposals may be considered for the total of Rs. 5 lakhs instead of limiting them to Rs. 3 lakhs in the first priority. It was further agreed that in respect of the proposals accepted under the Rs. 5 lakhs scheme, instalments of grants may be paid on the basis of the progress of expenditure incurred on agreed sharing basis.

A college to be eligible to receive assistance from the Commission under the Rs. 5 lakhs scheme should have a minimum enrolment of 400 students excluding those in PUC/Pre-degree/Intermediate classes, and a staff of at least 20 suitably qualified permanent teachers. In the case of colleges providing 2-year degree course, the minimum required enrolment is 270 students and at least 15 suitably qualified permanent teachers. For a college having a 3-year degree course in arts, science and commerce, as also a 3-year degree course in agriculture (as in some colleges in U.P.), the minimum enrolment required to make it eligible for assistance under the scheme is 335 students. For colleges situated in areas declared backward by the Planning Commission and notified to the universities, this condition has been relaxed to 300 students and 15 suitably qualified permanent teachers in 3-year degree course colleges, and 200 students and 10 permanent teachers in 2-year degree course colleges.

The pattern of assistance for the development of undergraduate education in colleges is given in Appendix XIV. Assistance under the scheme has been broadly divided into the following heads :

1.	Books & Equipment, Workshop, Animal House etc. (50%)	Rs. 2.50 lakhs
2.	Building (33⅓%)	Rs. 1.67 lakhs
3.	Faculty Improvement, Academic Programmes, Additional Staff (16⅔%)	Rs. 0.83 lakhs
	Total	Rs. 5.00 lakhs

The assistance for the building construction or extension projects, as will be seen from the above is limited to 1/3rd of the total ceiling available under the scheme i.e. a college can be assisted upto Rs. 1.67 lakhs only for buildings under the scheme. The UGC share is 50% towards this, but in backward areas it is 66⅔%. For hostels for men students in backward areas as also for hostels for women students, it is 75%. Colleges located in the backward areas have, therefore, been allowed higher contribution from the UGC.

Preparation of Development Proposals

In preparing their developmental proposals, the colleges have been asked to keep the following in view :

(a) Every college seeking institutional support from the UGC should prepare an integrated plan relating to its development programmes for the various faculties and departments and other general amenities during the Fifth Plan.

(b) The universities, while forwarding such proposals of the college, may state specifically that the institution concerned has fulfilled all conditions of affiliation prescribed by the university for various courses of study offered by the colleges and that the assistance now sought by the college is justified in terms of its academic programmes, educational goals and objectives, and would contribute towards meeting the educational needs of the region concerned.

(c) As far as possible, expenditure on construction programmes should be limited to not more than 1/3rd of the grant likely to be available from the Commission. Construction of buildings should be so planned that they provide for more functional areas required for class-rooms, laboratories and libraries and construction costs should be kept down by use of local materials as far as possible.

(d) Where colleges are assisted to construct hostels for students, the colleges would be required to provide 20 per cent of the seats in such hostels for students belonging to scheduled castes and scheduled tribes. However, if requisite number of students belonging to such communities are not available, these may be given to other students.

(e) It would be necessary for every college seeking assistance from the Commission for construction of buildings to set up a building committee.

Development of Postgraduate Studies

The Commission has also continued its programme of providing assistance to affiliated colleges for the improvement of facilities for postgraduate courses on selective basis during the Fifth Five Year Plan. The universities and the concerned colleges were requested to send their proposals to the Commission in August, 1975. Assistance under this programme is available for buildings (25%), equipment (20%), books (20%), additional staff (27%), and miscellaneous (8%), of the total grant. The ceiling of assistance per college for the plan period is as under :

	UGC Share
(*i*) *Humanities & Social Sciences*	
(All postgraduate departments in humanities and social science subjects in affiliated colleges)	upto Rs. 1 lakh per department
(*ii*) *Postgraduate Science Departments*	
Physics and Chemistry departments	upto Rs 2 lakhs per department
Botany, Zoology, Geology, Bio-Chemistry and Home Science departments	upto Rs. 1.50 lakhs per department
Anthropology, Geography and Mathematics including Statistics departments	upto Rs. 1 lakh per department

Grants for the Development of Colleges

The Commission continued to give grants for the development of colleges on the basis of the pattern of assistance approved by it in the beginning of the Fourth Plan period, as indicated in the UGC Annual Report for 1973-74. Assistance was provided to the colleges on the usual sharing basis for library and laboratory facilities, semi-micro analysis equipment, class-room and lecture-theatres, workshops, non-resident student centres, residential accommodation for staff-student hostels, tube-wells, over-head tanks, cycle sheds and chalk-boards. A statement showing grants paid to colleges during 1975-76 under Plan and Section III (expenditure out of grant received from the Government of India and other sources for specific programmes) is given in Appendix XV. Grants paid to colleges during 1975-76 under various schemes are detailed below :

Grants paid under Rs. 3 Lakhs Scheme to Affiliated or Constituent Colleges (continuing from the Fourth Plan) during 1975-76

	Items of Assistance	Number of Colleges	Amount paid in Rupees
(i)	Construction of Hostels	51	16,33,179
(ii)	Laboratory and Library facilities	230	64,05,751
(iii)	Construction of Staff quarters	41	12,35,919
(iv)	Books and Journals	45	87,589
(v)	Improvement of Chalk Boards	10	12,666
(vi)	Overhead Tanks	4	1,05,829
(vii)	Cycle Sheds	10	30,075
(viii)	Non-resident student centres	34	4,05,379

The Commission continued to provide support for the development of postgraduate studies in the colleges. Assistance was provided towards the programme accepted in the Fourth Plan and subject to allocations made during the fourth plan period on the usual sharing basis. Grants paid during 1975-76 for the development of postgraduate studies in science subjects and in the humanities and social sciences are detailed below :

Grants Paid for the Development of Postgraduate Studies in the Colleges During 1975-76

		Number of Colleges	Amount paid in Rupees
(i)	Development of postgraduate studies in Science	54	10,75,173
(ii)	Development of postgraduate studies in Humanities and Social Sciences	51	9,91,038

As regards the progress of the implementation of the scheme for the development of undergraduate education in arts, science and commerce

47

in the colleges during the Fifth Five Year Plan period, the position as on 1-8-1976 is as under :

Item	*Number*
1. No. of colleges which sought assistance	842
2. No. of proposals accepted :	
(i) Books and Equipment	201
(ii) Workshop or Museum	43
(iii) Faculty Improvement	20
(iv) Building for	
(a) Library	18
(b) Laboratory	14
(c) Class-room etc.	36
(d) Students Hostel	13
(e) Staff residence	4
(f) Canteen/NRSC etc.	2
(g) Workshop	34
(h) Others	22
Total proposals accepted	407

Delhi Colleges

The Commission continued to provide grants to the colleges affiliated to Delhi University and receiving maintenance grant from the Commission. During the year under report there were 44 colleges (10 of them providing facilities for evening classes also), 24 extended colleges and 7 university maintained colleges which were assisted by the Commission for the purposes of maintenance and development. Grants amounting to Rs. 8,21,29,548 and Rs 2,97,742 by adjustment were paid to the colleges for their maintenance including revision of pay scales under non-plan expenditure. The Commission also continued to provide development grants to the colleges for the purchase of books, equipment, furniture and buildings etc. Grants to the tune of Rs. 32.46 lakhs were paid during 1975-76.

The Commission appointed a committee to review the following matters relating to Delhi Colleges :

1. Teacher-pupil ratio
2. Tutorials and Preceptorials
3. Directors of Physical Education
4. Courses not attracting sufficient number of students in the colleges

The reports on all the issues except that on teacher pupil ratio have been finalised and accepted by the Commission. They have since been referred to the University of Delhi for comments. The university has already accepted the recommendations on Tutorials and Preceptorials, and on Directors of Physical Education.

Colleges in Metropolitan Cities

The problems of colleges located in the metropolitan cities viz., Bombay, Calcutta and Madras, with a cluster of colleges and concentration of student population are quite different. Recognising the need for a planned development of these colleges, the Commission requested the Vice-Chancellors of the following universities in June 1975 to send consolidated proposals for the development of colleges.

Bombay University	Rs. 1 crore
Calcutta University	Rs. 2 crores
Madras University	Rs. 1 crore

The proposals are to be sent in two priorities of 75 per cent and 25 per cent of the total allocation. The grants are to be utilised for integrated development and creation of inter-collegiate facilities, in addition to the normal assistance available to them under Rs. 5 lakhs scheme.

Assistance to Law Colleges, Colleges of Physical Education and similar other Institutions

The Commission has agreed that assistance to law colleges, colleges of physical education, home science colleges, schools of social work and colleges of fine arts and music and teacher training colleges may be provided within an upper limit of Rs. 1.5 lakhs as UGC share.

SECTION V

Students

The development grants paid by the Commission to the universities and colleges for various purposes such as the appointment of additional staff, construction of academic buildings, strengthening of libraries and laboratories, purchase of equipment and books and journals etc., all have a direct or indirect bearing on the conditions under which students study and learn and the standards of teaching and research. Besides, these programmes for the promotion of a congenial environment and conditions for study and researches, the Commission has initiated a number of other programmes of student welfare, specially in regard to needy and poor students on the one hand and the meritorious students on the other. These include the provision of scholarships and fellowships, hostel facilities and non-resident student centres, study centres, students' aid fund, health centres, book banks, sports and employment, information and advisory bureaux. These programmes are reviewed below :

(*a*) *Fellowships and Scholarships*

The Commission has given high priority to the award of scholarships and fellowships for the development of research in the universities and colleges. The objective of the scheme is to enable academically bright students to carry on their research as an independent and full time activity through adequate support for their maintenance and for the purchase of books, journals, equipment, etc. by them.

In addition to the fellowships specially created for Centres of Advanced Study, and those provided for approved programmes of research and departments selected for special assistance, the UGC awards annually Senior and Junior Research Fellowships in Sciences and Humanities including Social Sciences and Research Fellowships in Engineering and Technology on an all-India basis.

Senior Research Fellowships

The value of the senior research fellowships in Sciences and Humanities including Social Sciences has been raised from Rs. 500 p.m. to Rs. 600 p.m. with effect from 1-7-1974. The number of senior fellowships awarded each year has been raised from 60 to 100 with effect from 1974-75. Annual contingent grant attached with these fellowships has been raised from Rs. 1,000 to Rs. 2,000. The tenure of fellowships remains two years.

During 1975-76, the Commission awarded 42 senior fellowships in science subjects and 11 senior fellowships in the humanities and social sciences.

Junior Research Fellowships

With effect from 1-7-1974 the value of junior research fellowships in sciences and humanities including social sciences has been raised from Rs. 300 p.m. to Rs. 400 p.m. for the first two years and Rs. 500 p.m. thereafter for another two years after the work of the fellow has been assessed and found satisfactory.

The tenure can be extended by another six months in special cases, on the recommendation of the University/Head of the department. The number of fellowships has been raised from 120 per annum to 200 per annum. The contingency grant attached with the fellowships has been raised from Rs. 1,000 to Rs. 1,500 per annum.

During 1975-76, 115 junior fellowships in science subjects and 100 junior fellowships in the humanities and social sciences were awarded by the Commission. These are centrally awarded by the UGC and are in addition to the fellowships allocated to the universities.

Scholarships or Research Fellowships in Engineering and Technology

During 1975-76, the Commission agreed to provide 1,279 scholarships to 22 universities or institutions on the basis of the approved annual intake in various postgraduate courses in engineering and technology. The duration of the scholarship is two years and it carries a value of Rs. 400 p.m. in addition to a contingent grant of Rs. 1,000 per annum.

During 1975-76, the Commission agreed to provide 47 post-Master of Engineering fellowships in engineering and technology for doing Ph.D. The duration of the fellowships is four years at Rs. 500 p.m. for the first two years and Rs. 600 per month for the subsequent two years subject to the condition that the research work is found satisfactory on assessment after the initial period of two years.

Towards the end of the year under review, 268 scholars in science, 206 in the humanities and social sciences and 150 in engineering and technology were carrying on research with fellowships awarded by the Commission.

The following grants were paid by the Commission towards the award of senior and junior fellowships during 1975-76 :

(i)	Humanities and social sciences	Rs. 1,10,25,141
(ii)	Science	Rs. 1,47,65,342
(iii)	Engineering and Technology	Rs. 5,06,532

Junior Research Fellowships Allocated to the Universities

In addition to the fellowships mentioned above, the Commission has been allocating every year lump sum grants to the universities for award of junior research fellowships. In 1975-76, an amount of Rs. 93,02,000 was allocated for science and Rs. 63,28,500 for the humanities and social sciences to the universities to implement this programme. Besides, as part of the Fifth Plan allocation, each university has been given a certain number of fellowships to be awarded as per suggested guidelines.

Hill Area Fellowships or Scholarships

In order to promote channels of academic communication between the students of the hill areas of the North Eastern region and the rest of the country, the Commission has instituted junior research fellowships for doctoral work and scholarships for postgraduate studies for meritorious students from these regions for study and research anywhere in the country. During 1975-76, 23 scholarships for postgraduate studies and 5 junior research fellowships for doctoral research were awarded by the Commission under this programme.

Scholarships

Special attention has been paid by the Commission to the promotion of studies in Arabic, Persian, Sanskrit, Pali and Prakrit. Scholarships of the value of Rs. 1,800 per annum for postgraduate studies and Rs. 1,200 p.a. for honours courses in these subjects are awarded each year by the Commission. The value of scholarship has been raised to Rs. 250 p.m. for postgraduate studies and Rs. 150 p.m. for honours studies from the academic year 1976-77. During the year under review, the Commission awarded 23 postgraduate scholarships in Sanskrit or Pali or Prakrit, 14 in Arabic or Persian and 8 for honours course in Arabic or Persian.

(b) Non-Resident Student Centres or Student Homes

Non-Resident Student Centres and Student Homes set up by the universities and colleges with assistance from the Commission provide facilities for study to day scholars through their leisure hours. Student homes provide facilities for about 100 students and rack space for 5,000 books, besides a cafetaria and a dinning hall. The Commission's share towards each student home in the universities is limited to Rs. 1,00,000 or the actual cost whichever is less. A non-recurring grant of Rs. 24,000 is also available, for purchase of books and furniture for the student home. During 1974-75, a grant of Rs. 8,44,978 was paid to the universities for the establishment of student homes in addition to a grant of Rs. 1,67,408 for Non-Resident Student Centres in the universities and Rs. 9,86,437 for Non-Resident Student Centres in the colleges. In 1975-76, a grant of Rs. 2,58,268 for student homes and Rs. 25,000 for Non-Resident Student Centres was paid to the universities. A grant of Rs. 3,95,379 was paid in 1975-76 to the colleges for the purpose.

(c) *Construction of Hostels*

The Commission has been giving a high priority for the programme of hostels for students in universities and colleges in view of the fact that improvement of the conditions in which students live and work has an important bearing on their academic performance. Provision of hostel facilities is one of the important items included in the general programme of development of universities and colleges.

The Commission's assistance for construction of hostels to universities and colleges has been on a sharing basis, the Commission providing 50 per cent in the case of men's hostels and 75 per cent in the case of women's hostels. During 1969-74, the Commission provided hostel facilities for 12,559 students in 63 universities and 15,312 students in 286 colleges. Inspite of financial difficulties, a sum of Rs. 2.37 crores to universities and Rs. 2.47 crores to colleges was paid by the Commission for this purpose.

In the Fifth Five Year Plan too, hostels have been given priority in the programmes proposed or to be proposed by universities and colleges. The provision of hostel facilities has become more important in the Fifth Plan because of Commission's policy of restraining the establishment of new colleges and universities. In the interests of social justice, the Commission has decided that in the Fifth Plan, all institutions assisted by it to construct student's hostels would be required to reserve 20 per cent of the seats in such hostels for students belonging to scheduled castes and scheduled tribes. Hostels are, therefore, important for ensuring access to higher education to the under-privileged classes or sections of society. For this purpose, the Commission has also decided that its assistance for construction of hostels in backward areas will be at the rate of 75 per cent of the total expenditure as against 50 per cent available for other areas.

During 1974-75, 40 such projects were assisted and a grant of Rs. 77,58,732 was given to the universities for this purpose. A grant of Rs. 45,96,948 was paid to 89 colleges in 1974-75 towards the construction of hostels.

During 1975-76, a grant of Rs. 57,40,750 was paid to 36 universities towards the construction of hostels. A grant of Rs. 16,33,179 was paid to the colleges for the purpose in 1975-76.

(*d*) *Study Centres*

The UGC has agreed to the establishment of 111 Study Centres equipped with multiple copies of textbooks in towns and cities having large population of university and college students. The financial assistance from the Commission for each study centre is as follows:

Non-recurring	
Books	Rs. 20,000
Stacks and Furniture	Rs. 10,000
Recurring	
Assistant Librarian	Rs. 10,000 per annum
Contingencies	Rs. 3,000 per annum

The Commission has agreed to assist the universities for meeting the recurring expenditure upto the end of the Fifth Plan period. A grant of Rs. 4,77,401 was paid in 1974-75 towards the establishment of study centres to 18 universities.

In 1975-76, a grant of Rs. 9,21,412 was paid to 32 universities for the purpose.

(*e*) *Students' Aid Fund*

The scheme of Students' Aid Fund was initiated to enable needy students in the universities and colleges to have some assistance for paying institution and examination fees, purchasing books and meeting other expenses related to their studies. The Commission pays to the universities a grant equal to the amount collected by them from their departments and affiliated colleges subject to a maximum of Rs. 25,000 per annum.

Grants ranging from Rs. 750 to Rs. 5,000 per annum are paid to the colleges on the basis of their enrolment. The following changes have been incorporated in the scheme from 1975-76:

(i) Grant under Students' Aid Fund would be utilised within the academic year and not within the financial year. This will help the colleges to make the necessary collection from the students at the beginning of the academic session and the difficulty regarding collections from students will be reduced.

(ii) The Principal of the College can forward the utilisation certificate signed by him, if there is any difficulty in issuing a utilisation certificate as normally prescribed.

(iii) The Colleges will undertake the utilisation of grant before 30th June, so that it is not carried over beyond that date.

(iv) The Students' Aid Fund will consist of the UGC grant, an equivalent amount collected from students so that the unspent balance will be adjusted against next year's amount on the basis of 50:50.

In 1975-76, a grant of Rs. 4,24,359 was paid to 43 universities and a grant of Rs. 23,56,177 to 1,364 colleges for implementing the scheme of Students' Aid Fund.

(*f*) *Health Centres*

The Commission has agreed that assistance may be provided to universities (the university and two colleges affiliated to the university forming a complex) for the development of health centres for their students. The Commission's assistance on this project was on the following pattern:

Universities			
Non-recurring	for building & equipment	Rs. 1,50,000	on 75:25 sharing basis
Recurring	for staff	Rs. 30,000 per annum	on 50:50 sharing basis
Colleges			
Non-recurring	for building & equipment	Rs. 75,000	on 75:25 sharing basis
Recurring	for staff	Rs. 20,000 per annum	on 50:50 sharing basis

In 1974-75, a grant or Rs. 8,34,488 was paid to 15 universities and a grant of Rs. 2,39,382 to 10 colleges under the programme. In 1975-76, a grant of Rs. 3,76,085 was paid to 11 universities and a grant of Rs. 1,06,510 to 8 colleges for the establishment and maintenance of health centres.

(*g*) *Book Banks*

The UGC decided that the scheme for assistance to the colleges for setting up book banks be continued in the Fifth Five Year Plan period. Accordingly, assistance is provided to arts, science and commerce colleges which are included under Section 2(f) of the UGC Act for establishment of book banks with the specific purpose of making available to deserving students, books on loan for the period of their studies. A special section is set up in the college library as a kind of book bank for this purpose. The assistance for the purpose is indicated below:

	Allocation in Rupees	*UGC contribution*
(i) A College with a student enrolment of 100 or above but less than 250	8,000	70% of the allocation
(ii) A College with a student enrolment of 250 or above but less than 500	10,000	-do-
(iii) A College with a student enrolment of 500 or above but less than 1000	15,000	-do-
(iv) A College with a student enrolment of 1000 or above but less than 1500	20,000	-do-
(v) A College with a student enrolment of 1500 or above but less than 2000	25,000	-do-
(vi) A College with a student enrolment of 2000 or above	30,000	-do-

In 1974-75, a grant of Rs. 58,14,073 was paid to 592 colleges for the establishment of book banks. In 1975-76, a grant of Rs. 96,44,525 was paid to 1,289 colleges for the purpose. The scheme has also been extended to correspondence course students.

(*h*) *Sports and Physical Education*

The Commission had agreed to assist 32 universities and 85 colleges (upto 31st March 1974) for the construction of gymnasia in the first phase of the programme. The pattern of assistance is as under:

Universities	Rs. 2,50,000	On 75:25 sharing basis
Colleges		
(a) with an erolment of 1500	Rs. 1,50,000	–do–
(b) for small college	Rs. 75,000	–do–

In 1974-75, a grant of Rs. 8,55,000 was paid to 15 universities and a grant of Rs. 4,67,412 to 23 colleges for the construction of gymnasia. In 1975-76, a grant of Rs. 8,15,269 to 14 universities and a grant of Rs. 2,60,111 to 13 colleges was paid for the purpose.

Assistance is also being given to universities and colleges for the development of play fields and purchase of accessories for games and sports. The Commission has agreed to meet 75 per cent of the total expenditure, of Rs. 15,000 for this purpose in the case of a university and Rs. 10,000 in the case of a college. Keeping in view the availability of funds for the programme, the Commission's assistance is available to all the universities and upto 20 per cent of the affiliated colleges in the first phase of the programme. In 1974-75, a grant of Rs. 34,375 was paid to 5 universities and a grant of Rs. 60,643 to 36 colleges for the purpose. In 1975-76, a grant of Rs. 3,456 to 5 universities and Rs. 79,655 to 56 colleges was paid for the development of play fields etc.

In order to provide efficient and enlightened guidance to university students in various games and sports, the Commission is assisting universities and colleges to employ trained coaches. In 1974-75, a grant of Rs. 1,86,070 was paid to 14 universities for the appointment of trained coaches.

In 1975-76, a grant of Rs. 1,67,902 was paid to 11 universities for the purpose.

(i) *Employment Information and Advisory Bureaux*

The Commission appointed an expert committee to review the working of the scheme. An evaluation of the scheme has also been carried out. Assistance for setting up of new Advisory Bureaux or strengthening of existing Bureaux will be provided after the report is examined in all its ramifications.

(j) *Survey, Review etc.*

The Commission has decided to undertake a number of depth studies regarding the programmes of student welfare that may be continued in the Fifth Plan or the new programmes that may be taken up with advantage. A survey of the living conditions of students in universities and colleges is also proposed to be carried out. Similarly, the Commission has undertaken a review of the schemes of students' aid fund and establishment of study centres.

The universities have been relatively quiet during the year 1975-76. The Commission requested the Vice-Chancellors to undertake measures for restoring normalcy in regard to academic and examination schedules. Although more than 50 percent of the universities were behind schedule in holding examinations in the session 1974-75, all but 14 held their examinations in 1975-76 according to regular schedule. Most of these universities will be able to return to normalcy during 1976-77.

SECTION VI

Faculty Improvement Programmes

The University Grants Commission has been attaching great importance to faculty improvement programmes by providing opportunities to teachers to keep abreast of modern developments in their fields of study and research and to exchange ideas with experts in similar or related fields. The focal point in the improvement of standards centres around augmenting the professional competence of the teachers to make them better equipped to initiate and carry out high quality instructional programmes. With that object in view, the Commission has agreed to provide necessary financial support during the Fifth Five Year Plan for raising the professional competence of teachers with the following programmes. The programmes have been designed to be implemented simultaneously to produce multiplying effect.

1. University Leadership Project.

2. Refresher Courses or Short-term Institutes (University or State based) of about six weeks' duration each, during summer or other vacations.

3. Refresher Courses or Institutes through correspondence method in major subjects, statewise, with provision for two weeks' contact classes for laboratory or other allied work.

4. All India Advanced Level Institutes in specialised topics or subjects, of about six weeks' duration.

5. English Language Teaching Institutes on All India level, of six weeks duration.

6. Fellowships for teachers in affiliated colleges at Rs. 250 p.m. as a living allowance in addition to the salary which they continue to get from the parent institution (when the teachers elect to carry out their higher studies and research at outstation centres).

7. National Associateships, for one year, with provision of visits to specialised laboratories or institutions for research work over a period of 8-12 weeks during the tenure of the award for one year.

8. Seminars, symposia, conferences, etc., in specialised topics or subjects of 1-2 weeks duration.

The Commission has formulated guidelines for the implementation of the faculty improvement programmes pertaining to teachers in the affiliated colleges as indicated below:

1. University Leadership Projects

The University Leadership Project is aimed to make a distinct contribution towards improvement of the professional competence of the teacher in the colleges and to make available to them the necessary curriculum (curriculum reform reflected in the syllabus and in examination reform) and other material required for better teaching and to establish a meaningful channel of communication between the university and college teachers.

It is proposed that during the Fifth Plan period, every university which has more than 25 affiliated colleges providing undergraduate studies may be invited to take up a University Leadership Project in each of the major subjects where it has strong viable university departments, so that the instructional facilities and the material for curriculum and examination reform in the colleges with preparation of necessary textbooks, laboratory manuals, monographs etc., to bring about the reform in syllabus as well as in examinations at the undergraduate level are made available to the participating teachers.

It is expected that about 40 additional University Leadership Projects would be initiated in science subjects and a similar number in humanities and social sciences during the Fifth Plan period. Under the University Leadership Project, the university will have to take the responsibility of bringing about the improvement of professional competence of the teachers in its affiliated colleges through the organisation of seminars, symposia, summer institutes, workshops and actual participation of the university faculty members in the reform of curriculum and examination and in the effective guidance in bringing about reform in teaching at the undergraduate level. The preparation of text books with reformed syllabus, manual, monographs and other instructional materials and aids would be a major component of the activity under the ULP. For the purpose a provision of financial support upto Rs. 5 to 6 lakhs may be made available to each leadership project for a period of three years.

2. Refresher Courses or Short-term Institutes

The refresher courses and short-term institutes would be about 8 weeks duration to be held during the summer or other vacations of the university so that the normal teaching and research of the university are not affected. The universities would be free to organise such institutes at any time convenient to them throughout the year preferably during the vacations. It is proposed that each university or a group of universities within a State having affiliated colleges, may take up the responsibility to organise each year at least one institute each in the science subjects and one in social science subjects depending on the number of teachers and the colleges to be covered. Since the number of teachers and the number of affiliated colleges in the different universities and states would vary considerably, it is proposed that institutes may be organised on the following basis:

(i) One institute each in science subjects and one in social science subjects if the total number of teachers in the subject concerned in the state is less than 150;

(ii) two institutes each in science subjects and two in social science subjects if the total number of teachers in the subject concerned is between 150 and 400;

(iii) three institutes each in science subjects and three in social science subjects if the number of teachers is over 400.

Refresher courses or short-term institutes may be organised by the universities and should be particularly directed towards improvement of curricula, teaching methods and examination reforms proposed to be introduced by the universities.

In the organisation of the type of institutes, care should be taken to cover as many teachers as possible from a single college/institute so that the training of 6-8 weeks' duration with revised curricula or in the reform of examination are made available to the majority if not to all the teachers in a state in a particular college. Each institute may have an enrolment of about 50-60 college teachers as participants. The Commission will make a contribution of about Rs. 35,000 per institute to meet the boarding and travel expenses of the participating teachers and other incidental expenses. Since the institutes are university or state based, the expenses on travel in respect of teachers would not be much. The university concerned would be required to provide free accommodation with the necessary perquisites.

3. *In-Service post-M.A. or M.Sc. Diploma Course through Correspondence in Major Subjects*

The programme envisages a one-year course through correspondence comprising eight courses and one independent project. The correspondence course may be organised as an inter-university collaborative programme in each state. The course material to be sent to the participating teachers may be prepared by combined efforts of the department concerned in the state or the universities. But the responsibility of coordinating the work to cover the entire population of college teachers in that subject in the state would be entrusted to one of the departments of the collaborating universities in the state.

Besides the provision of courses through correspondence, over one academic year, the participating teachers may be required to have about 2-4 weeks' contact classes and laboratory work in the form of a short-term institute to be organised by each of the participating departments of the universities in the state for the benefit of the teachers coming from the colleges affiliated to that particular university. The programme of faculty improvement through correspondence courses may be viable in such subjects where the number of teachers to be covered is 250 or more in a particular state. The universities may organise correspondence courses for one year or in a sequential manner covering 1-3 years depending upon its convenience and the facilities available and the extent of competence of teachers in the affiliated colleges.

4. *All India Advanced Level Institutes*

The All India advanced level institutes would be of about six week's duration to be organised in selected university departments for organisation of advanced level institutes in specific fields or disciplines. A provision of Rs. 60,000 to Rs. 70,000 may be made by the Commission for the organisation of an advanced level institute of six weeks' duration. The selection of the All India advanced level institutes would enable teachers from universities or colleges from different regions to avail themselves of the opportunities for getting acquainted with the latest development in the subject concerned through lectures, seminars, discussions and possibly through project work. One or two All India advanced level institutes may be organised in each major subject annually. The total number of participants in an All India Advanced Level Institute may be about 50 and not more 25% should be drawn from the university teachers as participants, the majority being from the postgraduate colleges.

5. *English Language Teaching Institutes*

About 6-8 institutes in English language teaching may be organised each year for the benefit of teachers of English in the colleges. The English Language Institutes may be 6-8 weeks' duration to be located in different regions so as to cover as many college teachers as possible, regionwise. A provision of Rs. 60,000 to Rs. 70,000 may be made by the Commission for the organisation of an English language teaching institute of 6-8 weeks' duration.

6. *Teacher Fellowships*

Teacher Fellowships are specifically meant to provide opportunities for teachers to work towards either an M.Phil. or M.Litt. or a Ph.D. Degree and as such, may be of two types:

(i) short-term fellowship of one year's duration; and
(ii) long-term fellowship of a duration not exceeding three years.

The teachers from affiliated colleges selected for long-term fellowships should preferably be below the age of 35 years, so that the benefit of their training would be available to the college for a reasonably long duration. In the case of short-term fellowships of one year's duration, preference may be given to teachers who are below the age of 45 years. The Commission would provide funds to the college concerned; for appointing suitable substitute in place of teachers selected for the fellowship. The Commission would also provide funds to the teacher concerned, a living expenses allowance of Rs. 250 per month in case the teacher decides to utilize the fellowship in a university not located in his place of duty. The teachers selected for the fellowships would be entitled to continue to draw their total emoluments from the college concerned for the duration of their academic leave. The UGC will provide a maintenance grant of Rs. 1,000 per annum to the university or institute where the teacher undertakes his research work.

7. *National Associateships*

The Commission has decided to introduce a short-term National Associateship programme wherein teachers from affiliated colleges or university departments may be selected for a single visit during a year to work in any of the universities or research institutions having specialised facilities connected with their research work over a period of 8-12 weeks. The selected National Associates would be entitled to get the actual first-class railway fare from their place of duty to the institution where they intend to work and back alongwith a living allowance of Rs. 500 p.m. for the duration of their stay at the host institution.

These National Associateships for a year are in addition to the existing programmes of National Associateships which are valid for a five year period.

8. *Seminars, Symposia, Workshops, Conferences etc.*

These are proposed to be continued for enabling academic sections on an All India basis or regional basis for specified purposes. The seminars and workshops etc., should not be of less than one week's duration and not more than two weeks' duration. The duration in respect of conferences etc., would however vary.

Ongoing Programmes

The ongoing schemes of the University Grants Commission for support to the universities and colleges for orientation of teachers, assistance to individual teachers and departments in their research pursuits, qualifications of teachers, their assessment and workload etc., and utilisation of the services of retired teachers are reviewed below :

Seminars, Symposia, Refresher Courses, Workshops, Conferences etc.

The University Grants Commission has been supporting the efforts of universities and colleges in providing opportunities for college teachers and research workers to keep abreast of modern developments in their fields of study with provision of grants towards organisation of seminars, symposia, refresher courses, workshops, conferences etc. These programmes have been widely welcomed and have evoked enthusiastic response from the universities and members of the academic community as evident from the increasing number of proposals being received by the Commission. During 1975-76, 228 seminars, symposia, refresher courses, workshops, conferences, etc., were organised with UGC support.

Summer Institutes in Science

The Summer Science Institute project for college teachers was initiated by the UGC in 1964. The institutes have been providing opportunities to teachers to familiarise themselves with current developments and also to find inspiration and stimulation through personal contacts with well-known scientists and colleagues from other parts of the country. During 1975-76 only one summer science institute was organised with the Commission's assistance.

Summer Institutes in English Language Teaching

The programme of summer institutes in English Language Teaching was initiated by the Commission in 1965 with the main objective of assisting the universities in the maintenance of standards of English which is used as a medium of instruction and examination by a number of universities. During 1975-76, 6 summer institutes in English teaching for the college teachers were organised in collaboration with the Central Institute of English and Foreign Languages, Hyderabad, and the British Council, New Delhi and with financial assistance from the Commission. 301 teachers attended the institutes.

English Literature Seminars

Two English literature seminars covering various aspects of poetry, drama and fiction were organised in January 1976, one at the University of Delhi and the other at the Osmania University, Hyderabad. The seminars were organised on all India basis at an advanced level under the joint auspices of the University Grants Commission, the Central Institute of English and Foreign Languages, Hyderabad and the British Council Division. The faculty for the seminar was drawn from universities in U.K. and India.

National Fellowships

Twenty National Fellowships are available for teachers of outstanding eminence to take a year or two off from normal duties to devote themselves exclusively to research and writing of results of their study. Teachers selected under the programme receive their normal salary and allowances and a fellowship allowance of Rs. 250 per month in addition to a grant of Rs. 3,000 a year secretarial assistance, travel and contingent expenditure. At the end of 1974-75, 12 teachers were engaged in the research under this scheme. During 1975-76, six scholars were selected as national fellows. In 1975-76, a grant of Rs. 2,75,136 was paid to the universities and colleges under the scheme.

National Lectures

The Scheme of National Lectures was initiated in 1970-71 to enable outstanding teachers and research scholars to visit different university departments for delivering a series of lectures in their special fields and to participate in the academic programmes of host universities. The Commission provides to selected teachers an honorarium of Rs. 1,500 and a grant of Rs. 250 for preparation of lecture aids etc., in addition to travel expenses and support for publication of lectures. During 1975-76, 27 teachers participated in the programme.

National Associateship

Facilities are available to teachers engaged in research to visit and work for short periods in advanced institutions which have special facilities required for research in sciences, humanities, and social sciences. During the year 1975-76, 38 teachers were selected to participate in the programme. The total number of positions filled in upto the end of 1975-76 was 162.

The selected candidates are kept on national associateship roll for a period of five years and are able to visit the host institutions in India three times in five years, each visit not to exceed a period of 12 weeks at a time.

During 1975-76 the Commission also initiated national associateship scheme extending for one year only. Under the one year scheme, 16 teachers were selected during 1975-76. National Associateship is also available to persons working in institutions outside the university system to visit and work in the universities.

Research Support to Universities

Research support to universities and assistance to individual teachers working in the universities and colleges for undertaking research in their special fields are discussed in Section VIII of the report.

Travel Grants

Travel grants are available to teachers in the universities for attending international conferences abroad, for visiting centres of research or attending academic conferences within India. For meeting expenditure on these and other items, an unassigned grant is placed at the disposal of each university every year. Colleges can also sponsor the participation of teachers working with them in international conferences, provided they are willing to meet 50% of the cost of international travel from their own or university or government funds. In such cases, the remaining 50% of the expenditure is provided by the Commission. A grant of Rs. 91,147 was paid in 1974-75 as travel grant to research fellows or scholars or college teachers for attending conferences in addition to Rs. 15,37,183 placed at the disposal of universities as unassigned grant in 1975-76, travel grants amounting to Rs. 64,517 were paid to the colleges to enable research fellows or research scholars or teachers for attending conferences within the country and abroad, in addition to an unassigned grant of Rs. 21,18,615 placed at the disposal of universities.

Staff Quarters or Teachers' Hostels

The Commission continued to provide grants towards the construction of staff quarters or teachers hostels approved during the Fourth Plan period. A grant of Rs. 29,18,969 to 32 universities and a grant of Rs. 34,29,053 to 77 colleges was paid in 1974-75 towards the construction of staff quarters, in addition to a grant of Rs. 12,30,745 to 20 universities for the construction of teachers' hostels. In 1975-76, a grant of Rs. 19,77,472 was paid to 22 universities for the construction of staff quarters in addition to a grant of

Rs. 7,85,000 to 9 universities for the construction of teachers' hostels. A grant for Rs. 12,35,919 was paid to 41 colleges for the construction of staff quarters in 1975-76.

*Teacher Fellowships**

The outline of the scheme is given earlier in this section of the report. During 1975-76, 27 teacher fellowships in science and 10 in humanities and social sciences were awarded to college teachers. The Commission has since started decentralising the implementation of the scheme. A number of postgraduate departments in the universities, IITs and other institutions have been identified on the recommendations of the various subject panels for direct award of teacher fellowships to college teachers in accordance with the guidelines of the UGC.

Revision of Scales of Pay of University and College Teachers, Minimum Qualifications

The Government of India, Ministry of Education and Social Welfare, on the recommendation of the UGC approved the revised scales of pay in respect of university and college teachers. A statement indicating the existing and the revised scales of pay in respect of central universities/state universities/colleges is attached (Appendix XVI). The revision of scales of pay of university and college teachers for payment of central assistance is subject to the conditions communicated by the Government of India to state governments. A copy of the conditions for the introduction of the revised scales of pay is given in Appendix XVII.

The Commission in April 1976, agreed that the minimum qualifications prescribed for recruitment to the posts of lecturer in the faculties of arts, social sciences, commerce and sciences be as given in Appendix XVIII. The Commission has also advised the Government of India that condition (vi) for the introduction of the revised scales of pay may be amended as follows:

> "The existing lecturers in colleges who did not possess at the time of their initial recruitment minimum qualifications as prescribed by the university concerned *at the time of appointment* should be required to attain these qualifications within five years from the date of placement in the revised scale. If they are unable to do so during this period, they should not be allowed to earn any future increments till they have satisfied this condition."

A Committee is looking into the question of prescribing minimum qualifications for lecturers in the faculties other than arts, science, social sciences including commerce and also for teachers in foreign languages and such other subjects for which adequate facilities for Ph.D. are not available in the country.

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*There are in addition to the fellowships available to the centres of Advance study.

Regarding tutors and demonstrators, the Commission has accepted the following recommendations of the Sen Committee :

> "There is no need for appointment of tutors and demonstrators in universities and colleges: Facilities however, should be provided to existing such personnel to enable them to improve their qualifications with a view to have ultimate appointment as lecturers."

It has been decided to leave the mode of implementation of the above recommendation to the universities.

As a part of revision of salary scales, the Commission considered the question of number of answer books, expected to be examined by a teacher and decided that normally no teacher may be expected to evaluate more than 300 scripts for undergraduate students or 150 scripts of postgraduate students at the annual or the semester examination.

Institution of Readership in Colleges

The University Grants Commission while considering the 'Sen Committee Report', on conditions of service of teachers in its meeting in June, 1974 decided that as recommended by the Sen Committee, Readerships/Professorships be also created in selected undergraudate and postgraduate colleges and preferably in autonomous colleges. Further the Commission was of the view that the qualifications and the mode of recruitment to these posts should be the same as applicable for corresponding posts in the university departments. It was decided that as a first step, the Commission may assist the colleges to institute posts of Readerships during the Fifth Plan period on the condition that after the Commission's assistance ceases on 1st April 1979, the colleges or state Governments would take this over as committed expenditure.

The colleges could use for purposes of creation of posts of readers the general provisions already available under (a) UGC scheme of assistance to colleges for improvement of undergraduate education, as indicated in the guidelines for development of undergraduate colleges within Rs. 5 lakhs; (b) UGC scheme of assistance to postgraduate departments in affiliated colleges; and (c) the scheme of assistance to autonomous colleges.

The provision of readership in the colleges is subject to certain conditions. The college should be permanently affiliated to the university concerned. It should not have less than 800 students on its rolls if providing a three-year degree course or 500 students for a two-year degree course at undergraduate level, excluding postgraduate students, if any, and with a minimum faculty of 40 permanent teachers excluding demonstrators, tutors, etc. The Commission has also laid down general criteria for the creation of readership in single faculty colleges.

Utilisation of the Services of Retired Teachers

Since 1961-62, the University Grants Commission has been implementing the scheme for the utilisation of the services of retired teachers. The scheme is intended to help universities, colleges and approved institutions to avail of the services of teachers of outstanding merit who have crossed the age of superannuation but who are otherwise fit to continue their teaching and research.

The Commission in October, 1975 agreed to raise the honorarium under the scheme from Rs. 500 per month to Rs. 750 per month with effect from 1st November, 1975. The amount of contingency grant has also been enhanced from Rs. 1,000 per annum to Rs. 2,000 per annum. The retired teachers selected under the scheme can also apply for research grants to be considered by the respective subject panels.

The selected teachers may also receive honorarium or other facilities, if provided by the institution where he works under the scheme upto a maximum of Rs. 6,000 per annum after the prior approval of the Commission.

The tenure of a teacher selected under the scheme is limited to a period of three years in the first instance. On the recommendation of the Vice-Chancellor concerned, he may be granted extension, till the age of 68 provided the teacher retains active interest in academic work. Assistance under the scheme is available for a maximum period of five years.

Under the rules, the awardee is expected to devote his time to academic pursuits. He is also required to give about six hours a week for contact work with the students which could be in the form of class room teaching or seminars, guiding of research scholars or special lecturers etc.

Under the scheme the total number of placements available for outstanding retired teachers is 300. Out of 229 teachers who were working under the scheme (as on 25th May 1976), 62 were running the first year of their award, 54 their second year, 22 their third year, 56 their fourth year and 35 their fifth year. 46.4 percent of the awardees belong to the field of humanities, 16.1 per cent to social sciences, 25.1 per cent to science subjects and 12.4 per cent to professional subjects.

SECTION VII

Cultural Exchange Programme and International Collaboration

1. Cultural Exchange Programme

The University Grants Commission is required to implement such items of the Cultural Exchange Programmes entered into between the Government of India and the foreign governments as are assigned to it. These involve exchange of teachers/scholars for lecture-cum-study, exchange of views, training (both short and long period), scholarships and fellowships. The visits may range for a period of three to four weeks to one academic year.

During 1975-76, the Commission implemented regular cultural exchange programmes with a number of foreign countries e.g. Afghanistan, Bangladesh, Bulgaria, Czechoslovakia, Hungary, Romania, Poland, German Democratic Republic, Federal Republic of Germany, France, USSR, Iran, Yugoslavia, Arab Republic of Egypt and Mongolia. Besides, the Commission also implemented ad hoc programmes of bilateral academic exchanges with some other countries. During the year 46 foreign academics were received and 44 Indian academics were sent abroad under various cultural exchange programmes. These visits have provided an excellent opportunity to the Indian teachers to study the latest developments in various fields abroad. Comprehensive reports received from Indian and foreign scholars have also helped the Commission to formulate effective collaborative programmes between selected universities and institutions in India and their counterparts in foreign countries.

The Commission has also taken steps to encourage studies and research on collaborative basis on the basis of experience of the Indian participants and with a view to making the best use of the cultural exchanges. The Commission is now laying emphasis on identification of areas or fields in which collaboration could take place between universities in India and universities or institutions in foreign countries as equal partners. As far as possible the identified areas are being incorporated in the cultural exchange programmes. During the year a seminar on "Indo-Afghan Relations through the Ages" was held in Kabul from October 12 to 23, 1975 in which six Indian academics participated.

A two member delegation of educationists from Belgium visited India for about two weeks and held discussions with academics and experts about development of higher education in the country. An Indian delegation comprising five experts in various fields also visited Belgium in February, 1976.

An Indo-Hungarian Colloquium in the field of Molecular Biology was held in Madurai University in January, 1976 in which six leading scientists from Hungary participated. After the Colloquium, the Hungarian scientists visited other centres of research in Molecular Biology in India. It was decided to organise a bi-national seminar on Soil Salinity and Alkalinity at the Central Soil Salinity Research Institute, Karnal and a Hungarian expert visited the country to draw up a joint programme for the seminar.

The Government of India decided to entrust the work relating to the allocation of German and French Language teachers to Indian universities to the University Grants Commission 10 French and 11 German Language teachers are assigned to Indian universities for strengthening the teaching of German and French Languages under the respective cultural exchange programmes. The Government of India also transferred to the Commission work relating to the award of 15 French Government Scholarships and five French Government Fellowships to students and teachers for advanced studies and research in French Languages, Literature and Civilisation.

2. *Indo-British Universities Collaboration Programme*

Under this programme, there is provision for the development of academic links between selected universities in India and those in UK in pursuit of identified research programmes. The programme envisages academic collaboration between two equal partners without involvement of any equipment or book-component. The areas for collaboration are identified on the basis of exchange of exploratory visits by senior faculty members of the participating universities. Thereafter, joint research programmes are drawn up by the two participating universities and approved by the implementing agencies in India (UGC) and UK (British Council). The scheme provides for the development of a focal point of collaboration with a particular university in the United Kingdom.

The sponsoring side is responsible for meeting the expenses towards international air fare of its nominees and the receiving side provides necessary maintenance of the visiting academics for the duration of their stay. Of the 15 academic links approved under this scheme, work is already in progress in 11 cases and the exchange of academics is already under way. During the year six Indian academics visited UK under this programme while ten British scholars visited India.

The British Council has also agreed to provide for the visit of some

Indian scholars to UK for the collection of source materials in connection with their research work. The international air fare is provided by the UGC while their maintenance in UK is provided by the British Council. Six Indian teachers visited UK for the collection of source materials during 1975-76.

The British Council has also agreed to provide international air fare for six leading British academics for visiting India for a period not exceeding three to four weeks. The maintenance of British visitors in India is the responsibility of the University Grants Commission. Under this scheme two British academics visited India in 1975-76.

3. *Indo-US Fellowship Programme*

This programme has been started from 1975-76. The UGC is required to offer upto ten post-doctoral fellowships to American scholars for their research work in India. Similarly, the US Government has to provide upto seven post-doctoral fellowships to Indian scholars for their research work in USA. The scheme also provides that one fellowship could be converted into two to three visitorships provided the total period of the fellowship (10 months) is not exceeded. The UGC has to provide a fellowship amount ranging from Rs. 1,500 to Rs. 2,000 per month to an American scholar depending upon his academic attainments. Apart from this he has to be provided Rs. 2,000 for books or research material and Rs. 2,000 for study tours or travel connected with his research work. The American scholar is also entitled to reimbursement of medical expenses during his stay in India. Similarly, the US Government has to provide to the Indian scholars a monthly fellowship varying from dollars 1,200 to dollars 1,500 p.m. apart from assistance for books or research material, study tours or travel and reimbursement of medical expenses. Under this programme the Commission nominated six Indian scholars for a fellowship and three for a visitorship of the duration of thirteen weeks each. The US side has nominated nine American scholars for research work in India.

4. *Commonwealth Academic Staff Fellowships or Scholarships*

The University Grants Commission has been coordinating with Commonwealth Scholarship Commission in UK. in making nominations for the Commonwealth Academic Staff Fellowship or Scholarships to enable premising staff members in Indian universities to obtain experience in a university or similar institution in the UK. A beginning in this direction was made in 1969-70. The Commonwealth Academic Staff Fellowships are intended primarily though not exclusively, to help universities in developing Commonwealth countries to enhance the experience of their academic staff.

Though no special areas of study have been identified, the fields of medicine and surgery have been excluded as facilities are already available under the Commonwealth Medical Awards for the purpose.

5. *Programme of Exchange of Visits by Younger Scientists and Social Scientists between India and UK*

The programme of exchange of visits by Younger Scientists between India and UK began in 1963, initially with provision for six places each way. Subsequently this number was raised to eight and on the basis of periodical reviews of the benefits accruing to the participating scientists and institutions under this programme, the number of places available has been increased to twenty making provision for five places for social scientists also to participate in the programme.

The programme enables young scientists and social scientists in the age group of 25 to 35 years in the universities in India and UK, who have shown potential and promise of teaching and research work in their chosen areas, to spend upto three months in one or more laboratories in the host country for exchange of ideas regarding education and research and to establish worthwhile contacts. This opportunity of working with the university research groups has long-range significance and value in promotion of contacts at working level between the scientists and social scientists in the universities in India and UK. Generally, it is expected that the visiting scientists or social scientists would spend about one-half to two-third of their total period of three month visit to work in an institution best suited for their scientific, educational and research interests and utilise the remaining part of their time to visit two or three other institutions engaged in work in the area of specialisation.

In the case of visits by Indian scholars and scientists the University Grants Commission meets the expenditure on return economy class air fare, by direct route to London and back and the British Council provides allowances to meet expenditure towards board and lodging for the period of their stay in UK. In the case of visits by British scholars and scientists, the British Council, meets the expenditure on the return air fare to India and back and the University Grants Commission provides allowances for stay in India. The total number of Indian and British scientists who participated in this programme in the year 1975-76 was 20 and 18 respectively.

6. *Scheme for Assisting Universities for inviting Indian Scholars Working Abroad*

The Commission has initiated a scheme of assistance for Indian scholars working in universities abroad who are invited by universities in India during their sabbatical leave period. The Commission's assistance is available to enable these scholars to spend either part or whole of their sabbatical leave period for teaching and research in Indian universities. Such assignments under the scheme should be for a period of not less than a term (three months) during the academic year and should not exceed one academic year in any case. The scholars are paid an honorarium of Rs. 1,000 per month for the period of their work in the Indian universities. There is no provision, ordinarily, towards the cost of international travel. The Commission provides necessary assistance to the university to meet the admissible expenditure towards payment of honorarium and travel within India in connection with approved programmes at other universities engaged in work in the subject of the scholars research interest.

7. *British Assistance to Centres of Advanced Study*

It was decided to continue British assistance to selected Centres of Advanced Study as a part of general Indo-British University Collaboration Programme. The following ten Centres of Advanced Study were recommended for establishing collaborative links with the Departments of Universities in UK under this programme :

1. Radio-Physics and Electronics, Calcutta University.
2. Marine Biology, Annamalai University.
3. Zoology, Delhi University.
4. Botany, Delhi University.
5. Chemistry, Delhi University
6. Botany, Madras University.
7. Mathematics, Madras University.
8. Chemical Technology, Bombay University.
9. Mathematics, Panjab University.
10. Biochemistry, Indian Institute of Science, Bangalore.

The above Centres of Advanced Study have been requested to send the proposals for collaboration indicating the specific research programme and also the UK universities with which links are proposed to be established.

8. *India United States Exchange of Scientists*

Under the Programme of 'India United States Exchange of Scientists' agreed to between the Council of Scientific and Industrial Research and the U.S. National Science Foundation, the University Grants Commission has been allotted upto four hundred mandays for visits by outstanding university teachers from India to USA for short periods ranging from two weeks to two months for purposes of collaborative research work in USA. According to the terms of the programme, the sponsoring organisation i.e. the University Grants Commission meets the cost of International travel in respect of the teacher sponsored for visit to USA whereas the living expenses and travel costs in USA are met by the United States National Science Foundation.

Under this programme, two professors visited USA in 1975-76.

9. *UNESCO or UNDP Assistance Programme for Selected University Departments*

The Commission has been receiving assistance from UNESCO or UNDP since 1963 under this programme. The assistance of about $3,584,323 was provided to 15 Centres of Advanced Study or Departments in science subjects during the years 1963 to 1974.

This assistance enabled the centres to obtain services of experts, training fellowships for Indian personnel in other countries and also sophisticated equipment essentially required for their advanced reasearch programmes. The most important feature of this programme was that it enabled establishment of worthwhile scientific collaboration and links between centres of advanced study and institutions engaged in advanced study and research in the concerned discipline in other parts of the world, particularly in the developed countries.

Consequent upon the successful implementation of this programme and evaluation of the benefits accruing from it in the development of scientific research potential in this country, the UNDP or UNESCO have since approved from October, 1975 to March 1977 about $7,71,900 to help in development of the R & D potential of nine selected university departments. The UNDP may provide continued assistance in the second phase after the first phase is completed and its impact has been evaluated by a UNDP mission in 1977. These departments, engaged in manpower training and development oriented research, would work in close collaboration with appropriate user agencies including industries, and would thus endeavour to meet the demands, to some extent, of scientific manpower, geared to developmental effort. The departments are :

1. Geology, Andhra University.
2. Physics, Andhra University.
3. Chemistry, Calcutta University.
4. Geology, Jadavpur University.
5. Bio-chemistry, Lucknow University.

6. Physical Chemistry, Madras University.
7. Bio-chemistry, M.S. University of Baroda.
8. Chemistry, Rajasthan University.
9. Inorganic and Physical Chemistry, Indian Institute of Science, Bangalore.

The assistance available will be for (i) services of experts or consultants, (ii) training fellowships in other countries and (iii) purchase of equipments required for their projects.

SECTION VIII

Support for Research

Research is crucial to national development. Equally crucial is the role of university research in the total spectrum of the National Research and Development (R & D) effort. University Research effort produces not only research output but also high level trained manpower. Further, university research in terms of results of research is the most economical of all because in universities research is largely contributed by research students. The yearly expenditure per research student in a university is much less than expenditure per research scientist in research institutions divorced from teaching. It is well-recognised that a most reliable index of the state of progress and general tone of scientific work in a country is the quantum and quality of research in the universities of that country.

The University Grants Commission since its inception in 1956 has endeavoured to support research in the universities in various fields but the support has not been adequate. Nevertheless research in the universities has also received funds from other national as well as international agencies.

The UGC support for research includes (i) Direct Support in the form of Grants to Research Projects, Financial Assistance to Individual Teachers, Research Fellowships and Associateships to Students and Teachers, and Science Awards on behalf of Trusts and (ii) Indirect Support in the form of Development Grants under Plan Programmes. The position of major and small research projects is reviewed below :

Major Research Projects in Science

Financial support is available to faculty members in the universities, university centres for postgraduate studies and affiliated, postgraduate colleges to enable them to take up well defined research projects in pure and applied sciences as well as engineering and technological subjects. The research projects could relate to major programme of research to be undertaken by the department as a whole in a selected field or relate to projects by small research groups as well as by individual teachers. The research projects may be of a basic and fundamental nature or of an applied nature related to the national R & D effort or in new fields and inter-disciplinary areas of importance. The research schemes are considered for a specified period, initially for three years and extendable to a maximum period of another two years and provide for adequate funds for support of research workers, fellows, essential equipment and working expenses.

The grants made available for such research projects are mainly with a view to supplementing the facility already available in the universities or colleges as a whole and are, therefore, not intended to meet the entire needs for building up a research project nor to replace the resources normally available to university or college as Fifth Plan Development grants.

Research projects have to be formulated on well-defined topics keeping in view the facilities already available and the plan of action has to be drawn in such a way that the research work can be brought to successful completion within the specified period. While drawing up research programmes having R & D effort it is required that the areas identified as of R & D importance by the National Committee on Science and Technology and Council of Scientific and Industrial Research etc. are kept in view so that the college can make a distinct contribution by way of research in such areas.

While formulating departmental research projects, universities have been requested to keep in view (a) importance of defining major thrust areas and detailing the plans for coordinating and making the best use of visiting facilities and staff, (b) Inter-departmental and/or inter-disciplinary proposals as well as collaboration with universities, national laboratories and industries, (c) scarcity of resources of foreign exchange and, therefore, the need to emphasise indigenous instrumentation and design, fabrication and building up of equipment, (d) allowing use of sophisticated equipment by scientists from other departments or other universities or colleges etc.

Small Research Projects for Individual Teachers' Research Work in Science

The scheme is intended to provide assistance to teachers working in the universities, colleges and institutions approved under the UGC Act for research or learned work, specially to the college teachers and junior teachers in universities who have shown a genuine aptitude for research work.

The Commission's assistance to a teacher is limited to Rs. 10,000 at a time for field work, computation work or for purchase of equipment, apparatus (or for its fabrication), chemicals, books which are specially required for the project and are not normally provided by the university or college where the teacher is employed.

Grants under the scheme are to be utilised only by the teachers for whom these are sanctioned and are not transferable.

Departmental research projects in physics at the universities of Aligarh, Panjab and Poona were examined by expert committees and approved at a total cost of Rs. 29,50,000. A total number of 335 projects by individual teachers at 62 universities were also approved by the Commission upto the end of 1975-76. Total grants approved for these projects come to Rs. 185.00 lakhs.

Departmental projects received from other university departments are being examined by expert committees constituted for the purpose by the Commission. About 500 projects received from university teachers are being scrutinized by the Panels.

Core Support for Research in the Universities

On the recommendations of the Panel of Scientists and Science Research Council, the Commission agreed to the continuation of the scheme of placing at the disposal of each university an earmarked grant for promoting and strengthening research activities in the universities and colleges as an integral part of the effort to upgrade higher education. The assistance under this scheme is mainly meant to encourage the growth of a climate of research work in universities and also to encourage research work by those teachers who may not otherwise be able to get financial support for their research projects. It may also serve as seed money for preliminary investigations on the basis of which a more substantial proposal may later be made to UGC or other agency. The maximum amount to be given to any scholar in a year may not ordinarily exceed Rs. 2,000. This amount may, however, be suitably increased if more than one teacher want to work on the project as a team.

The universities would constitute a committee of university teachers to examine the projects submitted for the support.

During 1975-76, a sum of Rs. 62.50 lakhs was allocated to universities for the purpose.

Science Education Centres

The Commission, with a view to supporting a few selected universities to set up Science Education Centres during the Fifth Plan period, invited proposals from the universities. These centres, it was envisaged, would have a special concern with the conditions of science education in the country and initiate appropriate activities and programmes for innovations in science education at the university level, design and fabricate necessary materials required for science teachers, produce literature including text-books, laboratory manuals, teacher's guides, etc.

On the recommendations of the expert committee constituted for examining the proposals received, the Commission accepted the establishment of Science Education Centres at Madurai and Rajasthan universities and to provide a sum of Rs. 5.00 lakhs initially as 'seed money' to each of these universities for this purpose. The question of establishing more such centres will be taken up after assessing the progress made by the two centres so far approved.

Support for Research in Humanities and Social Sciences

With a view to promoting advanced study and research in the humanities and social sciences, the University Grants Commission is providing financial assistance to university and college teachers for research or learned work in their respective fields of specialisation. The Commission's research support in the humanities and social sciences is available at present in the following disciplines :

(a) Classical and modern Indian languages, English and other foreign languages and linguistics
(b) Philosophy
(c) History
(d) Fine Arts
(e) Political Science and Public Administration
(f) Economics including agricultural economics
(g) Commerce and Business Management
(h) Sociology, Social Work and Social Anthropology
(i) Psychology
(j) Education
(k) Journalism and Mass Communication
(l) Law
(m) Library Science

Research on inter-disciplinary basis and research areas which have remained relatively neglected but which are of crucial importance to the social and economic life of the country will receive priority. An illustrative list of priority areas of research has also been compiled by the subject panels.

Assistance from the Commission to a teacher working in a university, college or an institution approved under the UGC Act is available for short term projects which could be completed in a year or two as well as for advanced research which may take up to five years.

I. *Financial Support to Teachers for Short Term Projects*

Under this scheme, financial assistance ranging from Rs. 500 to

Rs.5,000 may be provided to a university or college teacher who wishes to undertake, along with teaching work, a short term research project or an investigation for a doctoral degree under approved supervision. Assistance will be available only for field work, preparation of questionnaires, computation work, equipment, books and journals which are specifically required for the proposed project but which are not normally available to the teacher in the institution where he is employed. In special cases, assistance may also be provided for publication of monographs and research papers.

Grants under this scheme are available to individual teachers and are neither transferable nor available for appointment of any staff or items of a recurring nature. After the project has been completed, any apparatus or equipment, purchased with the Commission's support, becomes the property of the institution where the teacher is employed. Books and journals may, however, be retained by the teacher, if he so desires.

II. Support for Advanced Research

The University Grants Commission provides support to teachers in the universities and colleges with facilities for postgraduate studies and research to enable them to take up work on intensive and depth studies in specific areas in the humanities and social sciences.

Research project may be undertaken by an individual teacher or by a group of teachers or by a department as a whole. The Commission also considers research investigations which cut across various disciplines in the same university and, if necessary, concerned or interested departments in other universities.

Assistance for advanced research is available from the Commission for appointment of research, technical and other staff, travel, field work, apparatus, equipment, postage, stationery, computation work, printing of questionnaires, books, journals, contingencies and similar other items needed for the project.

Assistance is normally available to a teacher or a department for one project at a time. The duration of the project may be up to a period of three years. In special cases, however, projects covering a period of three to five years may be considered but in no case will assistance for a project be available for a period of more than five years.

After the completion of the project, any apparatus, equipment, books and data, etc. procured with UGC assistance becomes the property of the institution where the project was undertaken for use by other scholars.

Research projects are approved on the recommendations of the concerned panels of experts which meet twice in a year for the purpose. During 1974-75 and 1975-76, the Commission approved 90 advanced research projects in the humanities and social sciences and committed a grant of Rs. 21.81 lakhs in support of these projects. During the same period, 554 short term projects at an estimated cost of Rs. 15 lakhs were also accepted in the humanities and social sciences.

The Commission, on the recommendation of an expert committee, has also agreed to provide assistance for the setting up of a unit in the social psychology of education at the psychology department of the Allahabad university. The Commission's assistance will be for academic staff, research assistant etc. and towards a non-recurring grant of Rs. 73,000 for essential equipment etc.

SECTION IX

Maintenance and Co-ordination of Standards

The University Grants Commission has taken a number of important steps for the maintenance and co-ordination of standards of teaching, research and examinations, which is one of its important statutory responsibilities. These include payment of grants for the development of universities and colleges, training and orientation of teachers through programmes of summer institutes and seminars, etc., provision of essential student amenities and support of short-term and advanced research, as detailed in the earlier sections of the report. The Commission has also initiated a number of measures relating to the new pattern of education, non-formal education, centres of advanced study, COSIP/COHSIP, examination reform, autonomous colleges, subject-panels, publications etc., all of which have a direct and significant bearing on standards. These are reviewed below :

(*i*) *New Pattern of Education*

The 10+2+3 pattern as suggested in the National Policy on Education and endorsed by the C.A.B.E. was considered by the Commission on 7th May 1974. While endorsing this policy for implementation, the Commission in its guidelines for the Fifth Five Year Plan indicated, "where the students were not desirous of pursuing the postgraduate courses, the pattern of education may vary as considered necessary. Further, the course of two years for the pre-university or intermediate should be administratively separate from the college/university".

In January 1975, the Commission requested the universities to keep the above suggestion in view while drawing up proposals for the Fifth Five Year Plan for different courses.

The Commission has appointed a task force to suggest details of the changeover and the nature of adjustments that would become necessary in the fifth plan proposals of the universities. The task force has also to consider the question of introducing pass, honours and link courses in the central universities as well as the problems of organising school and pre-degree classes within the framework of 10+2+3.

The Vice-Chancellor's conference held on September 30 - October 1, 1975 also considered the various implications of the suggested pattern with special reference to the structural changes involved and the maintenance of standards at the first and second degree levels. In the thinking that has emerged so far, it has been recognised that there can be different patterns at the first degree level during the transitory period but no one is to be admitted to a postgraduate course unless he has done a three year degree course, which implies that universities and colleges instituting a two-year pass course may also have to offer a one-year link or bridge course. The main problems concerning the implementation of the new pattern in the universities relate to the location of the two year course after 10 years of schooling, the terminal status of the two-year higher secondary courses, the standards of the three-year pass and honours courses and the objectives of the two-year course after 10 years of schooling as a terminal point as well as a foundation course for the first degree entrants.

The subject panels of the UGC have been requested to examine the entire question of contents and levels of two and three year first degree courses, apportioning time and effort for study of different subjects, mechanics of admission, objectives of courses and various innovative measures already initiated by the Commission such as restructuring of courses, examination reforms, practical orientation, flexibility, relevance, etc.

(*ii*) *Panels in the Humanities and Social Sciences*

Panels in various university disciplines in the Humanities and Social Sciences were set up in February 1974 to advise the UGC on matters relating to the development of teaching and research in these areas. Since then the panels met four times upto the end of 1975-76.

1. Modernisation of University Level Courses

In September-October 1974, the Panels suggested that regional workshops may be organised at different university centres in the country to suggest measures for upgrading and modernising the syllabi in various courses and for bringing them nearer to the needs of the society and students. The Commission accepted this recommendation. Accordingly, 28 regional workshops in various disciplines were arranged in some selected university centres throughout the country as given below:

Workshops completed

No.	*Discipline*	*Venue-Universities*
1.	Psychology	Baroda, Mysore, Allahabad and Utkal Universities

2.	Philosophy	Andhra, Rajasthan, Utkal and Poona Universities
3.	Political Science	Rajasthan, NEHU, Banaras and Osmania Universities
4.	History	Gauhati, Mysore, Guru Nanak and Baroda Universities
5.	Economics	Sardar Patel, Calcutta, Panjab, Aligarh and Karnatak Universities
6.	Law	Madras, Panjab and Poona Universities
7.	Sociology	Panjab, Ranchi and Poona Universities
8.	Education	Simla (H.P. University) National Workshop

The following workshops will conclude their deliberation by the end of the current year :

No.	*Discipline*	*Venue-Universities*
1.	Political Science (including international relations)	Mysore
2.	Sociology	Andhra
3.	Law	Patna
4.	English Language and Literature	CIEFL, Lucknow, Bombay, Mysore, Jadavpur and Kuruksetra*
5.	Teacher Education	Madras

The final report of the workshops in respect of those disciplines which have completed their work is likely to be available by the end of October 1976. The Commission expects to formulate a new thrust in teaching and research in university courses after the recommendations of these workshops are available.

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* Since renamed as B.N. Chakravarty University.

II. New Schemes initiated by the Panels

On the advice of the Panels, the Commission has initiated several important programmes which are mentioned below, discipline-wise :

(i) History Panel

(a) Museums and Audio-visual Aids

The Commission, on May 12, 1975 considered the recommendations made by the Panel on History about the development of museums and provision of audio-visual aids in the universities and development of studies in the history of science. The Commission agreed to assist the universities to acquire audio-visual aids, e.g., transparencies, plaster casts, epidiascope etc. for the departments of history and archaeology and agreed to provide a grant upto Rs. 15,000 to a selected department for the purpose in the Fifth Plan period. It was further agreed that during the Ffth Plan a grant upto Rs. 20,000 may be provided to the universities which have already working museums. Proposals were invited from the universities and 21 universities have been selected to participate in this programme.

(b) Studies in the History of Science

On the recommendation of the History Panel, the Commission invited proposals for inter-disciplinary studies in the history of science from the universities which have strong departments of sciences, history and philosophy. The Commission agreed to provide salary of a teacher either in the lecturer's or reader's grade on cent per cent basis during the Fifth Plan period on condition that the institutions would take over the responsibility of maintaining the post at the end of the Fifth Plan. On the recommendation of the History Panel, the Commission has sanctioned outside the plan allocation the post of a reader to the universities of Rajasthan, Roorkee and BITS, Pilani to develop studies in the history of science and technology.

(c) Development of Courses in History of Science and Technology

The Panel on History, in January and February 1975, considered the recommendations of the seminar on History of Science organised by the National Commission on Compilation of History of Science in India in September 1974. The Panel, *interalia*, recommended that a committee may be set up to formulate courses for teaching history of science and technology in the universities. Accordingly, a Committee was set up. The Commission accepted the recommendations made by the Committee. It was decided that considering the present position, it may not be advisable to start courses in the teaching of history of science and technology in too many universities at the same time. It was felt that a dozen or so of universities could be identified and supported to develop such courses. The selection of universities would depend on the level of development they had attained in this area.

Ten junior research fellowships will be instituted for supporting research in this area. The fellowships will be administered centrally by the UGC. These fellowships will be normally available to those departments which have already made some provision for teaching and research in this area.

A non-recurring grant of Rs. 25,000 will be made available to some selected university departments which have already undertaken studies and research in the history of teaching science and technology. This grant will be available to the central library of the university; books and journals to be bought with the help of this grant will be selected by a Committee of the concerned departments.

The Panel on History is being requested to identify a few university departments for support for the developing studies and research in history of science and technology.

(*d*) *Archival Cells*

The Panel on History in November 1975 recommended that it may be desirable to support a few universities for establishment of archival cells. It was suggested that this facility may be located in the library cadre and that the work of the archival cell may be overseen by a Committee consisting of the Librarian and the concerned heads of departments and that this facility should be available for processing historical records, manuscripts and the university records. About six universities will be selected in the first instance and a grant of Rs. 5 lakhs will be provided to each of them for staff, (archivist, chemist and other supporting staff) library equipment and chemicals.

The Commission accepted these recommendations and, accordingly, proposals were invited from various universities having departments of history and archaeology. The proposals received from the universities are being placed before the Panel for selecting the universities which may be supported for establishment of archival cells.

(*e*) *Studies in Tradition and Social History of Indian Art*

On the recommendation of the Panel in History, the UGC appointed a Committee to consider measures for promotion of study and research in the field of Tradition and Social History of Indian Arts. The Committee identified eleven universities which could be helped to start elective courses in this area in appropriate disciplines. The Committee also agreed to prepare guidelines for formulating these courses. The recommendations of the Committee have been generally accepted by the Commission. Steps are being taken to implement these recommendations with the help of the History Panel.

(*f*) *Development of Expertise in Archaeology*

The Commission constituted a Committee for proposing ways and means of developing expertise in the field of archaeology and museums in the universities. On the recommendations of the committee, the Commission has instituted 10 fellowships of the value of Rs. 500 per month for a period of 3 months every year to be made available to in-service teachers who may like to undertake training in the field of archaeology with the Archaeological Survey of India at their major excavation centres. Each person would avail of this fellowship for a period of 3 months for two successive years. In addition to the fellowship, the fellow would be paid T.A. in accordance with the rules of the university concerned. The maximum number of fellowships that may be available at any given time would not exceed 20. In pursuance of the above decision of the Commission universities having archaeology department were requested to send applications for the award of these fellowships from the eligible teachers for consideration.

The Commission also desired that the universities having at least four courses in archaeology at the postgraduate level and with adequate arrangements for practical training may be considered for some assistance outside the plan allocation for development of archaeological studies. The universities have been requested to send certain information in this regard. The information received from the universities is being processed.

(*ii*) *Law Panel*

LL.M. as a Full-Time Course and LL.M. Scholarships

The University Grants Commission, in July 1975 considered the recommendations made by the Law Panel that LL.M. courses should be offered to full time students only and that such facilities should not be made available to part-time students. The Commission accepted this recommendation and desired that names of a few institutions which could be developed for creating adequate facilities for full-time LL.M. courses may be suggested by the Panel.

The Panel also felt that this decision of the Commission would be practical only if appropriate finnacial help is given to LL.M. students in the form of scholarships. The Commission agreed to institute 50 scholarships of Rs. 350 per month for LL.M. studies to be administered directly by the UGC to enable meritorious students to pursue their full-time LL.M. course in the universities identified for the purpose with the help of the Law Panel. The scholarships would be tenable for a period of two years and where a scholar is enrolled in a university other than the university from which he obtained his LL.B. degree, he may also be provided travel expenses as in the case of National scholarships.

(*iii*) *Economics Panel*

Preparation of Text-Books and Reading Materials

In May 1975 the panel on Economics decided to invite 19 authors to prepare text-books and edit readings in Economics especially for the use of undergraduate students. There was encouraging response to this invitation.

The Panel also suggested and the Commission agreed that the proposals concerning editing of readings should receive the same level of support as writing of text books.

(*iv*) *Philosophy Panel*

(*a*) *What is Living and What is Dead in Indian Philosophy?*

The Panel on Philosophy suggested that a seminar may be organised at Andhra University on 'What is Living and What is Dead in Indian Philosophy'. The seminar was organised at Andhra University from the 6th of October to 11th of October 1975. A brochure containing summaries of the papers presented at the seminar together with a critical examination of the ideas thrown up during the deliberations has been prepared and is being brought out.

(*b*) *Dialogue between University Teachers of Philosophy and Traditional Pundits*

In pursuance of the recommendations made at the seminar on "What is Living and What is Dead in Indian Philosophy" held at Andhra University, the Philosophy Panel desired that channels of communications and contact between university teachers of philosophy and traditional pundits should be strengthened and for this colloquia should be organised on a continuing basis in different regions of the country. The first such colloquium, it was suggested, may be held at Sri Venkateswara University. It was also desired that a steering committee may be constituted to prepare a plan of action for the first colloquium. The recommendations of the panel were accepted by the Commission.

A steering committee was constituted to prepare the plan of action for the first colloquium. The Commission has agreed to support the first such colloquium at Sri Venkateswara University and also agreed to help the philosophy department of Rajasthan University to establish contact with traditional pundits at Jaipur.

(*c*) *Buddhist Studies*

The Panel on Philosophy desired to promote Buddhist Studies and suggested that it should be fostered and encouraged in India by introducing optional and compulsory papers at the undergraduate, postgraduate and post-masters levels and appropriate incentives should be provided to the universities for Ph.D. and D.Litt. research in this area. The panel recommended that the Commission may be requested to consider instituting readership and fellowships in Buddhist Studies if such a proposal is received from the universities. The Commission accepted in principle the need for encouraging Buddhist studies in the universities and desired that proposals received from the universities in this regard may be examined on merits outside the plan allocation to the universities. Accordingly, proposals were invited from the universities and are being processed.

(*d*) *Alternative Futuristics*

A sub-committee was constituted to formulate a project on alternative futuristics which may include a study of (a) conception of ideal society, models and norms, (b) the extent to which these norms are exemplified in existing societies, (c) the factors responsible for partial or non-realisation of these values, (d) the possible ways in which full realisation may be achieved, (e) the resource basis available for establishing an ideal society and (f) the methods for evaluation as to how far a society is or approximates to an ideal society etc. This recommendation was accepted by the Commission in March 1975. A sub-committee was constituted to work out the design and the details of the study and an amount of Rs. 16,400 was sanctioned to the Philosophy department of Rajasthan University in connection with the work relating to this study. The final report of the study is likely to be available shortly.

(e) *Survey of Research in Philosophy in the Universities*

The panel suggested that a report giving an account of completed and on-going research in philosophy in the Indian universities may be brought out by the philosophy department of Poona University. The suggestion was accepted by the Commission and a grant of Rs. 20,000 was sanctioned to the Poona University for this purpose.

(f) *Philosophical Research in India*

The Philosophy Panel suggested that a volume entitled "Philosophical Research in India" which may contain synopses of all the doctorate theses in philosophy produced in Indian universities since 1857 may be brought out by the Centre of Advanced Study in Philosophy, Madras University. The suggestion was accepted by the Commission. The matter is under negotiation with the CAS in Philosophy, Madras University.

(g) *Index to Periodical Literature in Philosophy*

The panel suggested that an index to articles in philosophical journals in India may be compiled by the department of philosophy, Rajasthan University. The suggestion made by the Panel was accepted by the Commission and a grant of Rs. 10,000 has been sanctioned for the purpose.

(v) *Panel on Sociology and Social Anthropology*

The panel set up a Committee for preparing a status report on the teaching of sociology and social anthropology in the Indian universities and colleges. The Committee has made a detailed survey of the present position through a variety of techniques. The final report of this committee is likely to be available by the end of October/November 1976. This report, together with the report on workshops will provide a valuable base for modernising the courses and taking remedial action.

(vi) *Panel on English and Foreign Languages*

(a) *Status Report*

The Panel on English and Foreign Languages has also set up a Committee to prepare a report on the present status of teaching and research in foreign languages being taught in Indian universities. A questionnaire was circulated to the universities which have facilities in foreign languages. Information received from the universities is being processed.

(*b*) *The ad hoc Committee*

The Commission set up an ad-hoc committee to suggest short-term and long-term measures for improving the teaching of foreign languages in Indian Universities. The Committee suggested a variety of steps in this regard which the Commission accepted. Action has been initiated on these decisions.

(*vii*) *Modern Indian Languages*

(*a*) *Questionnaire Study*

The Panel on Modern Indian Languages undertook a questionnaire study of the facilities at present available for teaching and research in various modern Indian languages in the universities and colleges to better identify effective measures for improving the standard of teaching and research in these languages.

(*b*) *Guidelines for Preparation of Reference Materials*

The Panel has prepared comprehensive guidelines for supporting preparation of basic reference materials for teaching and research.

(*viii*) *Panel on Commerce*

(*a*) *Diploma Courses on Management in Public Enterprises*

On the recommendation of the Panel on Commerce, a Committee was set up to examine the possibility of starting diploma courses on management of public enterprises and the feasibility of organising training programmes for freshly recruited persons in public sector units. The recommendations made by the Committee and endorsed by the Panel, were accepted by the Commission. The recommendation of the Committee regarding in-service training programmes for personnel of public sector units has been brought to the notice of the universities for necessary action.

(*b*) *Joint-UGC-AICTE Committee on Commerce*

A joint UGC-AICTE Committee is being set up to examine the need and relevance of Commerce courses in the universities and to prepare guidelines for running them.

(ix) *Panel on Education*

(a) *A Unit on Social Psychology of Education*

On the recommendation of the Panel on Education, the Commission agreed to support a research-cum-teaching unit in the psychology department, Allahabad University. The unit will concentrate on research and produce text books and reading materials in this area.

(b) *Joint UGC-NCTE Conference*

A joint UGC-NCTE conference on teacher education was held in June 1976 to consider revision of the B.Ed. and M.Ed. programmes to suit the requirements of the reorganised pattern of schooling.

(III) *Panels on Science Subjects*

The specialists panels constituted by the Commission on (i) Physics, (ii) Chemistry, (iii) Biological Sciences, (iv) Mathematics, (v) Geology and Geophysics, and (vi) Geography continued their work and advised the Commission regarding measures for improvement of standards, implementation of multi-disciplinary programmes and on such matters as were referred to them by the Commission. The Panels are preparing status reports giving present position of teaching and research in universities and suggesting future lines of development. The Panels also examined over 2,000 research projects from individual teachers forwarded by universities and colleges and recommended 335 projects for support by the Commission up to the end of 1975-76.

(IV) *Centres of Advanced Study and Departments of Special Assistance in the Humanities and Social Sciences*

During 1963-64, the University Grants Commission initiated a programme of Centres of Advanced Study with a view to strengthening post-graduate teaching and research by developing a limited number of university departments in selected fields. On the basis of advice of the Standing Committees specifically constituted for this purpose, 11 Centres of Advanced Study were recognised during 1963-64. In 1968-69 two more Centres in humanities and social sciences were recognised.

The work of Centres of Advanced Study in the humanities and social sciences which had completed the initial period of ten years was assessed during 1974 and the reports of the Assessment Committees were considered by the Standing Advisory Committee. The Standing Committee recommended that the Centres whose work was found to be average may be excluded from this programme and no further assistance under the Centres of Advanced Study Scheme for 1974-75 be provided for such departments. The Commission decided that assistance under this programme in future should be made available only for a period of five years and the state government/university should take over the recurring liability at the end of this period as committed expenditure.

The Commission further decided that the Centres whose work has been rated as excellent or good (six in all) may be provided continued assistance under the CAS during the Fifth Plan period to enable them to strengthen their teaching and research programmes. The Commission also accepted the recommendations of the Assessment Committees and agreed to provide grants recommended by them for further development of the Centres of Advanced Study in the subjects concerned.

The following departments in humanities and social sciences have been participating in the Programme of Special Assistance to Selected Departments since 1972 :

S.No.	*Department*	*University*
1.	Economics	Osmania Presidency College, Calcutta
2.	History	Patna
3.	Sociology	Saugar and Bombay
4	Archaeology	Poona University (Deccan College Postgraduate and Research Institute, Poona)

Visiting Committees have examined the proposals of (1) Department of Ancient History, Culture and Archaeology of Allahabad University (2) Department of History, Mysore University, (3) Department of History, M.S. University of Baroda, and (4) Department of Psychology, Utkal University for special assistance as selected departments. The Commission has already, agreed to provide assistance to the department of Psychology of the Utkal University under the Scheme of Special Assistance to Selected Departments.

(V) *Centres of Advanced Study and Departments of Special Assistance in Science Subjects*

The Advisory Committee of the Commission for Centres of Advanced Study (reconstituted in 1975-76) reviewed the progress of implementation of the scheme and made the following important recommendations:

(a) The Centres of Advanced Study and the departments of Special Assistance may constitute their own advisory committees at least once in a year so that the progress of the scheme is reviewed continuously.

(b) The Centres of Advanced Study which have completed the initial period of 10 years may be provided an allocation of Rs. 20,00,000 for the Ffth Plan period. This should be in addition to the assistance available by way of normal development grants and the recurring liabilities taken over by the concerned state government or university with effect from 1-4-1974.

(c) The departments should be first assisted under the programme of special assistance initially for a period of five years after which their work should be evaluated. The departments whose work and contribution are considered outstanding could then be considered for recognition as Centres of Advanced Study.

The Commission has accepted these recommendations and invited proposals within the allocation of Rs. 20 lakhs. These would be examined on the basis of reports of the Assessment Committees. The Commission has also decided to provide an additional allocation of Rs. 10 lakhs for the fifth plan period for the two Centres of Advanced Study which have not completed the initial period of 10 years.

The Centres of Advanced Study and the departments of special assistance have also been requested to take up the teacher fellowship programme, initiated by the Commission as a part of the Faculty Improvement Programme. Each centre or department could take upto 10 teacher fellows out of whom 5 should be from the colleges affiliated to other universities.

During 1975-76, there were 14 Centres of Advanced Study and 20 departments of special assistance in science subjects.

(VI) *College Science Improvement Programme*

The College Science Improvement programme was initiated by the Commission in 1970-71 in order to bring about qualitative improvement in the teaching of science at the undergraduate level. The programme was implemented at two levels (1) at selected colleges for improvement of science teaching in all science subjects in that college and (2) in selected university departments for improvement of teaching in all colleges affiliated to the university in that subject.

The important activities undertaken by the selected colleges under COSIP are as under :

(i) To make a determined effort to introduce new methods of instruction in the class-room as well as in the laboratories, reduce formal instruction to the minimum and to release necessary time to enable the students to undertake reference work and study on their own with the necessary guidance given by the teachers.

(ii) To teach science in a better way by adopting new teaching technology and to set in motion processes which may ultimately help the university to revise the syllabi and examination methods.

(iii) To ensure student participation in discussions, seminars, project work and wherever possible in teaching as well.

(iv) To provide opportunities for college teachers to obtain additional training through various refresher programmes to be developed by the universities for this purpose.

(v) Improvement of laboratory equipment and providing for necessary demonstration material to revise courses and for adoption of new teaching methods.

(vi) To design and fabricate equipment required for supporting instructional programmes by the development of their workshop facilities.

(vii) To establish inter-departmental and inter-collegiate programmes for uplifting science education at the undergraduate level.

(viii) To devise special programmes to enable gifted science students to develop their innate talents and for their development into professional scientists.

(ix) To encourage students' power of reasoning, logic and spirit of enquiry essentially required for science.

The scope of activities under the university leadership project of the college science improvement programme relates to the following :

1. Development of courses of study and curricula including writing of suitable books, teachers' guides and laboratory manuals;
2. Equipping college laboratories with necessary apparatus for practical and demonstrations;

3. Bringing up of college libraries to the level required to support the academic instructional programmes;
4. Training of teachers for the colleges by running short-term institutes, refresher courses or academic year institutes, whereby all the teachers in the subject concerned in the affiliated colleges could be trained to adopt new materials within a course of two or three years;
5. Encourage teachers from the colleges having research aptitude to participate actively in the research programmes undertaken in the university department. Such teachers may be given suitable short-term research fellowships on the condition that they would ultimately return to their college departments; and
6. Development of educational materials — books, scientific equipments, guides, audio-visual aids;

During the Fourth Plan period, 25 university science departments and 111 colleges were invited to participate in this programme; out of these 11 university leadership projects and 79 college projects have completed their first phase of the programme.

The first phase of the programme was approved for an initial period of three years and the progress of the implementation of the scheme was reviewed by the Standing Committee appointed by the Commission for this programme. It was decided that for the departments which have completed the first phase successfully, additional grants may be provided to enable them to take up followup activities during the next two years. The work done under COSIP/ULP was evaluated by expert committees and grants for follow-up activities recommended for 9 departments. The Committee also recommended that for follow-up activities by the university departments emphasis should be given to the development of materials for production on large scale and introduction of new curriculum courses of studies, evaluation techniques and examination reforms.

For the evaluation of work done by the various colleges, regional committees were constituted to visit the colleges and evaluate the work done by them. It was decided to invite follow-up proposals from all the colleges which have successfully implemented the first phase of COSIP activities. The new stress in the follow-up proposals is on consolidation of activities undertaken under the first phase, inter-departmental programmes and definite indication and concrete plan for achieving autonomous status. During the year, follow-up proposals from 28 colleges were approved involving an amount of Rs. 51,25,250.

The Standing Committee has recommended that the programme may now be expanded so as to cover all the regions of the country. The Committee has laid down minimum norms which are to be fulfilled by colleges for participation in this programme. Proposals have been invited from the colleges fulfilling these norms. These are being examined.

In order to make available material produced under COSIP on a wider scale, meetings of the coordinators of the University Leadership Projects are being arranged separately for each subject. The coordinators have been requested to give consolidated reports of the achievements in various areas.

During 1975-76, 35 university departments and 113 colleges were participating in this programme.

(*VII*) *College Humanities and Social Sciences Improvement Programme (COHSIP)*

Based on the experience of implementation of COSIP in 1971-72, the Commission initiated during the Fifth plan, a similar programme for improvement of humanities and social sciences instruction in colleges(COHSIP). Under the scheme a grant upto a maximum of Rs. 3 lakhs is made to the selected colleges for a period of three years for strengthening teaching, initiating tutorials and seminar work, preparing reading materials and bibliographical notes and for introduction of internal assessment. The colleges will supplement their teaching with the help of additional staff appointed for the purpose, postgraduate and research students on the rolls of the colleges and guest lecturers from other colleges and universities. Selection of colleges for participation in this programme is determined, inter alia, on the basis of their excellence in (1) the quality of their staff, (2) student-teacher ratio, (3) examination results, (4) strength of their libraries and (5) the quality of their proposals.

Based on the above criteria the Commission has selected so far 69 colleges for support under the COHSIP and these colleges have started implementing the programme.

University Leadership Projects (Humanities and Social Sciences)

The University Grants Commission on 27th and 28th October, 1975 while considering the proposals regarding university leadership projects in sciences felt that the programme of ULP may also be taken up for implementation under COHSIP. The question of selecting appropriate University departments for this purpose was referred to the Panels in the Humanities and Social Sciences. The panels recommended 30 university departments for participation under this programme. The recommendations of these panels were considered by the Commission which desired that the Committee of the convenors of the panels in the Humanities and Social Sciences may be requested to consider the recommendations made by the various panels and select about 25 university departments for participation under this programme. The selection of departments may be made keeping the following in view :

1. the programme may be implemented, in the first instance in the affiliating universities;
2. as far as possible distribution of disciplines among the universities should be even — regional requirements should be kept in view in the selection of the universities; and
3. ordinarily not more than four universities may be selected for each of the major disciplines.

The Convenors agreed that university leadership projects may be implemented in the first instance in a few selected affiliating universities. The selected affiliating universities could invite non-affiliating universities to cooperate in the programme.

The Commission considered the recommendations of the convenors in this regard and desired that the Economics Department of the Panjab University and the Philosophy Department of Rajasthan University may be invited, to begin with, to participate in the university leadership projects for the humanities and social sciences in colleges. The Commission also desired that other departments recommended by the panels may be requested to indicate their willingness to participate in this programme and to send concrete proposals in this regard for the Commission's consideration. Accordingly, proposals have since been invited from these universities.

(*VIII*) *Restructuring of Courses — their Relevance to Development -- Rural Orientation*

The University Grants Commission Considered the question of the restructuring of university courses at the first degree level so as to make them relevant to the rural environment and to the developmental needs of the community and, with this end in view, to give a practical or field orientation also. The Commission is of the view that special attention needs to be given to the orientation of the existing courses towards rural problems, without creating a completely different channel for such studies.

The Commission with the help of an expert committee, has formulated a set of guidelines for the introduction of such courses of study. The Commission has also selected some universities on a regional basis to take lead in regard to the restructuring of courses and to act as pace-setters in this important area of educational reforms and innovation. Assistance of the Commission is available to all universities on the merits of each case. The essential features of the guidelines are as follows :—

(a) Within the general principles of relevance and flexibility there is an immediate need for combining the "academic component" of courses with some sort of "applied components" suited to the real problems and "work experience" situations faced and felt in the different regions and especially the rural areas of the country. This implies a good deal of integration and broad reframing of courses at the degree level to give them a practical and rural orientation and can be attempted not only in science subjects but also in the field of social sciences.

(b) This implies re-orientation of traditional subjects to the needs of the rural community and the introduction of some relevant applied disciplines related to basic subjects or subject groups.

(c) The courses are to be reoriented in such a manner that a student can apply his theoretical knowledge to the problems of the region through field work, project work, extension etc. In other words, the existing conventional courses may be integrated with concrete problems and the courses related to the development of the region.

(d) The scheme has essentially to be implemented within the existing resources of the university or college but the UGC would support the programme by providing assistance for the purchase of equipment, setting up of workshops and laboratories, pilot plants etc., and for the purchase of books and journals and appointment of extra staff on the merit of each proposal.

(*IX*) *Linking Education and Work/Practical/Field Experience*

The University Grants Commission on 12th November, 1973 while considering the scheme for linking education and productivity and introduction of work experience in colleges resolved as follows :

> "The Commission attached high priority to linking education with productivity and research and to the introduction of work experience as part of university level courses. The Commission therefore, desired that a Committee may be constituted to examine this question and representatives of industry, small scale industries and National Committee on Science and Technology may be associated with this Committee."

The summary of the main recommendations of the Committee are as under :

1. Work experience should be introduced at all levels of education as an integral and essential part of the teaching and learning process.
2. The linking of education with productivity would imply the participation of University and College students in various institutions activities such as panchayati raj, community development, cooperation, trade, transport, manufacturing, planning and designing, fabrication of tools etc., with emphasis on rural orientation.
3. It has also to be emphasised that work experience/field work/ practial experience is experience for the student and is therefore, different from vocational training or education of the worker. In fact these have nothing to do with the introduction of the job-oriented courses.

The approach to work/practical/field experience should underline four important factors—(a) Production is a process, (b) Linking of theory and practical work, (c) Courses being relevant and (d) Product being socially useful.

As recommended by the committee the basic approach has to be that the problem of introducing work/practical/field experience should not be considered in isolation from the educational programmes and restructuring of courses, a direction in which the Commission has already initiated meaningful action. In view of this it is proposed that work relating to work experience and restructuring of courses may be integrated with restructuring of courses at the undergraduate degree level.

The guidelines have been circulated to the universities which have been invited to formulate suitable proposals in this regard.

(X) *Correspondence Courses*

The objective of correspondence education is to provide an alternative method of education to enable a large number of persons with necessary aptitude to acquire further knowledge and improve their professional competence. Correspondence courses are thus intended to cater for (a) students who had to discontinue their formal education owing to pecuniary and other circumstances, (b) students in geographically remote areas, (c) students who had to discontinue education because of lack of aptitude and motivation but who may later on become motivated, (d) students who cannot find a seat or do not wish to join a regular college or university department, although they have the necessary qualifications to pursue higher education and (e) individuals who look upon education as a life-time activity and may either like to refresh their knowledge in an existing discipline or to acquire knowledge in a new area.

Correspondence courses have been approved in 17 universities as indicated below:

S. No.	*Name of the University*	*Courses offered**
1.	Allahabad	B.A./B.Com.
2.	Andhra	B.A./B.Com.
3.	Bhopal	B.A./B.Com.
4.	Bombay	B.A./B.Com.
5.	Delhi	B.A./B.Com.
6.	Himachal Pradesh	B.A., M.A. in English, Hindi, Sanskrit, History, Economics, Political Science, M.Ed., M.Com.
7.	Jammu	B.A./B.Com.
8.	Kashmir	B.A./B.Com.
9.	Madurai	B.A.,/B.Com.
10.	Meerut	B.A.
11.	Mysore	B.A., B.Com., BGL, M.A. in English, Kannada, History, Political Science and Sociology, B.Ed.
12.	Panjab	B.A., B.Com., M.A. in English, Public Administration, Economics, Political Science and History.
13.	Punjabi	B.A., M.A. in Punjabi, English, History, Political Science.
14.	Rajasthan	B.Com., M.A. in History and Political Science.
15.	Sri Venkateswara	B.A. and B.Com.
16.	Utkal	B.A.
17.	Osmania	B.A. and B. Com.

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* Assistance is provided by the Commission for Courses specially approved for the purpose.

The Commission has laid down guidelines for the introduction of correspondence courses at the undergraduate and postgraduate levels. The guidelines, inter alia, provide for:

(a) Ordinarily, correspondence courses at the undergraduate level should be introduced by only one university in a State except when a university proposes to introduce correspondence courses in a new faculty at the undergraduate level or when the university already offering correspondence courses reaches the optimum size (say an enrolment of 10,000) or for other valid reasons.

(b) Correspondence courses should be started only by universities which have well established teaching departments noted for their high standards for in the absence of good teaching departments, standards are likely to suffer. The academic responsibility for the contents of the correspondence courses in any given subject, and its standard, must be taken by the corresponding subject department in the university.

(c) It should be compulsory for every student enrolled in correspondence course to return a certain number of response sheets, say 20 every year suitably spread over various subjects.

(d) High priority should be given to the setting up of study centres in areas where there is a concentration of students.

(e) The provision of contact programmes should be an essential feature of correspondence courses in order that the mind of the student is exposed to the mind of the teacher through lectures, tutorials, seminars and other forms of discussion.

(f) Grants for the introduction of correspondence courses at the undergraduate level should be earmarked for such programmes as contact programmes, study centres, writing of lessons, core staff and library facilities.

(g) Correspondence courses at the postgraduate level should be started only in those universities which have experience of running undergraduate correspondence courses properly for atleast three years. The basis of grants and assessment by visting committees would be the same as at the undergraduate level but the ceiling of UGC assistance will be Rs. One lakh per subject per annum for a period of five years. The grants should be for core-staff, preparation of reading materials, contact programmes, provision of visiting lecturers, books and journals and postal library services.

The proposals received from the universities for the introduction of correspondence courses are being processed in the light of the guidelines.

(*XI*) *Adult or Continuing Education*

The value and significance of a programme of continuing education and the involvement of universities in this adventure is based on a variety of considerations, the more important of these are highlighted below:

(a) The last two decades or so have brought out the significance of knowledge as an important factor in economic development and social change. In a democratic set up and in the context of an ever increasing emphasis on planned development, there is an urgent need for training in leadership in the fields of social upliftment, economic development and political democracy.

(b) The socio-economic development of a developing country like India is often hampered by deep-rooted traditions and rigid attitudes to social change and progress. The situation can best be met by developing a well-conceived programme of continuing education and universities being the intellectual leaders of the community are best suited to meet this challenge.

(c) Knowledge has to be spread as widely as possible but for a variety of reasons, and mainly owing to financial constraints, it has not been possible for the universities to provide opportunities for higher education to all sections of the community through regular and formal courses.

It is only through continuing education, using formal and informal methods and the media of mass communication, that a university can extend its leadership to the community around it.

(d) The exposition of knowledge and the ever changing frontiers of knowledge also call for a strategy and a plan to enable the members of the community to refresh and up-date their knowledge.

(e) It is also in the interest of universities themselves to develop an awareness of the socio-economic problems of the community, otherwise they are likely to become isolated from real problems and their courses will hardly ever become relevant. A programme of continuing education would stimulate universities to know at first hand the thinking, the attitudes and the problems of the community and to structure their courses of study through this interaction.

The Commission towards the end of the Fourth Plan appointed a Standing Committee on Adult/Continuing Education. The Committee recommended, and the Commission has accepted that continuing education may have the following objectives:

(i) To extend to the community around a university or college or institution the benefits of the intellectual leadership and facilities available in the university.

(ii) To meet the needs of the expanding universe of knowledge and to help in understanding and communicating new ideas and techniques.

(iii) To enable the individual to fill the gaps in his intellectual and professional equipment and to provide to those in professional and sophisticated fields an opportunity to keep up with the pace of development of knowledge through retraining, in service training and refresher programmes.

(iv) To provide courses of general interest so that people become increasingly aware of current problems in the contemporary world and are enabled to lead a better and fuller life and achieve self-fulfilment and to assist in the cultural and intellectual enrichment of community life.

(v) To formulate different patterns of acquiring education as a life long and continuing activity.

(vi) To frame and offer such courses as might lead to diplomas and certificates or even degrees to such people as are already settled in life and yet wish to acquire greater academic and professional competence.

(vii) To provide courses and/or training to people who are working or wish to work as administrators, field workers and educators in the field of continuing or community education.

(viii) To organise study and research in various aspects of continuing education so that gradually a suitable body of knowledge is built up on the subject. The universities should also produce literature for continuing education workers (This field is practically lying fallow in India at this time).

(ix) To receive and implement special programme of training workers and educators specially for backward communities and areas like the tribal people, rural community, industrial workers and other neglected classes.

The University Grants Commission in May 1971 considered the general pattern of development and assistance towards Adult Education Programme in the universities and agreed to provide assistance to the universities for this purpose on 75 : 25 basis upto a maximum of Rs. 3 lakhs to a university during the Fourth Plan period.

In August 1973, the Commission decided to extend the period of assistance for setting up of departments of Continuing/Adult Education in the universities till the end of the Fifth Five Year Plan i.e. 1978-79.

The Commission also agreed that the programme of Adult Education may include the following:

(a) Professional courses
(b) Courses for human relations, leadership and management skills
(c) General purpose courses
(d) Programme for the rural community
(e) Cultural activities
(f) Training of personnel
(g) Research in Adult Education

The universities were requested to send proposals for the development of Adult/Continuing Education Programme during the Fourth Plan period in the light of the guidelines formulated by the Commission. These guidelines, inter-alia, provide for the objective of the programme, methods, areas, organisational set up, etc.

Assistance is being provided to the following universities for the implementation of the continuing education programme.

(1) Andhra, (2) Bombay, (3) Gujarat, (4) GB Pant University of Agriculture and Technology, Pantnagar, (5) Gujarat Vidyapith, (6) MS University of Baroda, (7) Rajasthan, (8) Poona, (9) SNDT Women's, (10) Sri Venkateswara, (11) Panjab, (12) Jammu, (13) Saurashtra, (14) Mysore, and (15) Indian School of Mines, Dhanbad.

The Commission has also sent out visiting committee to Aligarh Muslim University for examining its proposal in the field of continuing education. The proposals of a few other universities e.g., Visva-Bharati, Jabalpur, Jadavpur, Madras and Kumaon are under consideration.

In order that the universities have a better appreciation of the underlying objectives of the continuing education programme and the role of universities in this important area, the Commission decided to organise two conferences—one for universities in the Southern zone and the other for universities in Northern zone. The conference of the universities in Southern zone was held at Hyderabad on October 16-19, 1975. The conference for universities in Northern zone is to be organised shortly.

The Commission also convened a seminar at the University of Poona to discuss the role of universities in continuing education with special reference to adult education as a university discipline. The seminar was held on February 7-8, 1976. A task force has been appointed to consider this question further.

(*XII*) *Examination Reforms*

A number of committees and commissions have deliberated about the examination system at various educational levels. Inspite of a large area of agreement and pressing need of examination reform, not much headway was made in regard to the implementation of various measures suggested from time to time. During the close of the Fourth Five Year Plan and in the current plan period, the Commission laid special emphasis on the implementation of various measures of examination reforms with a view to improving the reliability, validity and objectivity of evaluation and with a view to bringing about a closer integration of teaching, learning and evaluation

The Commission in August, 1972, endorsed the recommendations contained in the document "Examination Reform—A Plan of Action", prepared by a working group set up by the Ministry of Education & Social Welfare.

In 1974, the University Grants Commission convened four zonal workshops to discuss problems relating to examination reforms, autonomous colleges and postgraduate education. The workshops were held between July and November 1974 at Madurai, Ahmedabad, Chandigarh and Bhubaneswar. The recommendations of the workshops on examination reforms were brought out in the form of a brochure. The workshops broadly endorsed the UGC scheme of examination reform and accepted the philosophy outlined in "Examination Reform—A Plan of Action". However, various issues regarding the system of grading could not be discussed in these workshops in depth. It was therefore decided to convene zonal workshops to discuss the objectives and mechanics of the grading system in all its ramifications.

The workshops were held at the University of Delhi (October 14-15, 1975), Panjab University, Chandigarh (December 2-3, 1975), University of Bombay (December 16-17, 1975), University of Madras (December 22-23, 1975), Jabalpur University (April 3-4, 1976) and University of Calcutta (May 1-2, 1976).

The workshops emphasised three major areas of examination reforms viz., sessional evaluation, question banks and grading, in the light of the recommendations outlined in *"Examination Reform—A Plan of Action"*.

The introduction of sessional evaluation in contrast to the present point-in-time examination is an important step towards the integration of teaching, learning and examinations. At present, the performance of the students in university examination is judged entirely on the basis of end-of-course examinations. This does not have any backwash effect on teaching and learning. Moreover, such examinations are usually of the "essay" type which test the ability of the student to express his ideas fully and freely and his capacity to recall facts and information leading to regurgitation of knowledge. The introduction of internal assessment will enable universities to test other skills and objectives like the application of knowledge, conceptualization, analysis and synthesis.

For this purpose, sessional evaluation should be properly diversified so that through it we can test the writing ability of the student, his capacity to do field work or project work etc., his grasp of the subject, his ability to write synopsis of articles in learned journals, review reference books and use source materials etc. The performance of students should serve as a feedback for improving the contents of courses, methods of teaching and the teaching-learning process in general.

The concept of Question Banks has been evolved to eliminate some of the defects of setting examination papers inherent in the present system of university examination. Usually, a senior teacher or a board of paper setters set the examination papers but all the members of the board are not those who teach the subject. Further, the time given to them for setting a question paper is not generally adequate. The questions may sometimes, be vague, ambiguous and poorly designed. The most serious deficiencies is that they do not reflect the objectives and contents of the syllabus.

Question Banks can be helpful in the context of the revision or modernisation of courses of study in the different humanities, social science and science subjects. In fact, some of the panels have already undertaken exercises towards modernising the syllabus as well as drawing up a list of questions relating to the syllabus and its objectives. One has, therefore to look at the question bank as an important means of bringing about necessary changes in the syllabus and close correspondence between the syllabus, its objectives and the question papers.

In the present set up of external examinations it may be difficult to involve all the teachers in a subject in the setting of a question paper. The result is that teaching and evaluation must remain divorced from one another without any interaction between the two. Question bank is one way through which teachers in a subject can become fully involved in the framing of questions.

The suggestion that we should have the grade system instead of the present marking system is based on a number of important considerations. Firstly, under the present system a student securing 59.5% marks secures second division whereas a student securing 60% or more gets first division. This would be a perfectly valid approach if our system of marking were perfectly valid and foolproof. Studies and investigations have however, shown that the present marking system is subject to large scale errors and also the idiosyncrasies of examiners.

Secondly, the lack of realiability of marks would mean that cut off points we use for the award of divisions and for declaring pass or fail are purely arbitrary. Yet so much credence is given to marks in public examinations that a student's career might be determined by his division in the examination or by the fact that he passed or failed.

Another important consideration is that in combining the marks in different subjects or papers, use is not made of recognised statistical procedures.

This also leads to a great deal of irrationality in the choice of subjects or papers and in regard to the time given by a student to the study of particular subjects or papers.

It is, therefore, necessary that the performance of a student is declared in terms of grades rather than in terms of marks.

Early in 1975, information was collected from the universities regarding the implementation of various measures of examination reforms. According to information available with the UGC, 48 universities including 6 institutions deemed to be universities have introduced internal assessment in one form or the other. Twenty-six of these universities including three institutions deemed to be universities have internal assessment of 25 per cent weightage or more.

Question Banks have already been developed by some universities e.g. Calicut, Poona, Rajasthan, Sardar Patel. These are proposed to be developed by 20 more universities during 1976-77.

Grading is already in vogue in a number of agricultural and technical universities and some universities like Jawaharlal Nehru University, M.S.

University of Baroda, Central Institute of English and Foreign Languages, Hyderabad etc. Nearly, 25 universities have decided to introduce grading in place of the present system of marking at the postgraduate level beginning with admissions in 1976-77.

Follow-up measures are being taken with special reference to orientation of staff working in the examination branches and monitoring units in the universities. It is also proposed to organise a seminar to involve universities that have developed question banks or those interested in the project in order that they may share their experience and also evaluate the banks developed by them and their impact on modernisation of syllabi and restructuring of courses. The Jawaharlal Nehru University has been requested to sponsor a workshop to spell out the objectives of courses and the modes of internal assessment in relation to various faculties e.g., Humanities, Social Sciences, Natural Sciences, Bio-Sciences etc. A number of universities have organised workshops to orient their teachers to the system of grading and the new techniques of evaluation. Universities that have organised workshops with financial support from the UGC are Utkal, Madras, Madurai, Jiwaji, Indore, Vikram, Bhopal, Jabalpur, Lucknow, Mysore etc. Some assistance is available to the colleges for implementing programmes of examination reform under COSIP or COHSIP. In addition to this, proposals for assistance from a few colleges towards examination reforms are also being processed.

(XIII) *Area Studies Programme*

The University Grants Commission supports the development of a few centres in the universities for undertaking specialised studies and research in specific areas. The programme has a special significance in view of India's close social, political and economic relations with them. The universities which have been designated to undertake specialised study on different countries/regions are indicated below.

S.No.	*Name of the University*	*Countries/Region for Study*
1	2	3
1.	Aligarh Muslim University	Egypt, Saudi Arabia, Iraq, Yeman, Oman and Iran.
2.	Delhi University	(i) China and Japan with main emphasis on China. (ii) West Africa
3.	Banaras Hindu University	Nepal

1	2	3
4.	Jadavpur University	Main emphasis on Indonesia and Malaysia and programmes relating to Burma and Thailand to be taken up as incidental studies.
5.	Sri Venkateswara University	Indo-China (Vietnam, Laos, Cambodia).
6.	Bombay University	East Africa, Soviet Union.
7.	Poona University	(i) Latin American Studies. (ii) Economics of East European Countries.
8.	Rajasthan University	South Asia with main focus on comparative study of governments and policies.
9.	Madras University	Malaysia, Sri Lanka, Singapore and Indonesia.

The thrust of the programme is on academic studies but the centre can also take up research on contemporary problems. The programmes of the centre are to be inter-disciplinary in character. Language teaching is also an integral part of the programme. Apart from universities which have been designated to undertake area studies on specific regions under the area studies programme, some other universities are also undertaking research studies on different regions.

The Standing Advisory Committee on Area Studies in November, 1975 approved proposals of different universities for the development of area studies during the fifth plan period and recommended grants for the appointment of additional staff, books and journals, fellowships, seminars, field trips, etc. The Commission has also decided that the grants for recurring items of expenditure approved for the plan period would be available to universities upto 1980-81 and thereafter it would be the responsibility of the university or state government to maintain the staff of a permanent basis.

On the recommendations of the Standing Advisory Committee on Area Studies, the Commission has laid down a set of guidelines for the development of area studies in the universities. These are given below.

i. A centre of area studies should have a Director for a specified period say three to five years. If the Director is to be changed before this period, it should be done in consultation with the University Grants Commission. A departmental Committee for the proper coordination of area studies programme should, however, be appointed for each Centre so that the programme undertaken by the Centre may be reviewed from time to time and also receive the benefit of advice from the academic community of the university.

ii. The thrust of the programmes should be on academic studies but the centres should also take up research on contemporary problems. The programmes should be inter-disciplinary.

iii. Special programme of depth study on inter-disciplinary basis may be developed on a selective basis and may include both research and training.

iv. Programmes of research and studies based on one or more disciplines in the specified areas may be developed. The study should include development of society and culture and also contemporary developments in the concerned country/region.

v. The possibility of introducing, after adequate preparation, optional courses at the post-degree level on some aspects of chosen region/ country may be considered.

vi. Posts sanctioned for area studies programmes should be filled on the same basis as equivalent posts in the university.

(XIV) *Autonomous Colleges*

The University Grants Commission has been examining the question of autonomous colleges by which the universities could give to a number of carefully selected colleges the much needed autonomy in the matter of determination of curricula and courses of study, evaluation methods and other related matters. In 1963, the Commission had requested the universities to examine this suggestion.

The Commission subsequently considered the question of autonomous colleges in greater detail and with the help of an expert committee and after consulting a number of principals and educationists finalised a set of criteria, guidelines and also pattern of assistance to autonomous colleges which would help an affiliating university to take suitable action in this respect, in consultation with its relevant bodies and recognise some colleges immediately as autonomous colleges. A note incorporating these suggestions was sent to all universities by the UGC in October, 1973 with the request that early action be taken by the universities in this respect.

In May 1974, the Commission also accepted the recommendation of the planning group that "the programmes of the UGC for the Fifth Plan for the development of colleges should be implemented in a way to enable the colleges, which fulfil the criteria to become autonomous. As many colleges that fulfil the criteria should be given autonomous status". The Commission also organised four regional workshops between July and November, 1974 to discuss, inter-alia, problems relating to autonomous colleges. The workshops suggested broad guidelines to be taken into account in declaring a college to be autonomous.

The Commission has subsequently followed up with the universities the progress in this respect with a specific request that proposals for recognising colleges as autonomous institutions be forwarded for consideration of the Commission. It was also indicated early in 1975 that for according autonomous status to a college, there should be a provision in the Act of the university to enable it to confer such autonomous status to a college or institution under it. The universities had been requested to move the State Governments concerned in this connection for amending the Acts in order to incorporate the provision for autonomous colleges.

A number of universities have now made provision in their Acts for recognition of autonomous colleges. The Ranchi University has conferred autonomous status to the Birla Institute of Technology, Mesra.

(*XV*) *English Comprehension Courses for University Students*

The Standing Committee on the development of libraries and library science courses at its meeting held on 5th July, 1974 expressed its concern regarding the inadequate utilisation of books in English, specially in universities where English is not the medium of instruction. The Committee suggested that universities should start English comprehension courses in the interest of proper utilisation of scarce library resources. The course for different disciplines should be started in a few universities on experimental basis so as to enable students to take full advantage of books and journals in English. On the basis of the experience gained, these courses could be started in other universities also.

The Central Institute of English and Foreign Languages, Hyderabad, was requested to prepare a detailed scheme for the introduction of English comprehension courses in the universities. In the scheme prepared by the institute, the course will be given to undergraduate pass and honours students in three parts. The first part will consist of a reading course; the second course will bridge the gap between general reading and the reading ability in the literature of each major group of disciplines, and the third will consist of reading ability in individual disciplines. The reading material for Part 1 of the course has already been developed by the CIEFL and that for Part 2 will be worked out in collaboration with other departments concerned in the programme. Part 3 will largely depend on the experience gained at Part 2 stage and it is possible that it may not even be necessary to give this course.

The Commission has accepted the proposal and made the necessary provision to CIEFL for conducting a pilot project at Gujarat and South Gujarat Universities. Once the course is developed after orientation of teachers and preparation of instructional material, it could be extended to other universities.

(XVI) *Publication of Learned Research Work or Doctoral Theses*

The Commission appointed a Committee to review the implementation of the scheme of financial assistance to universities for the publication of learned works or doctoral theses. The main recommendations of the Committee are given below:

(i) The scheme should be continued during the Fifth Plan for the universities and for colleges. Assistance may be given to all universities for publication of learned works etc.

(ii) A learned research work to be assisted under the scheme should be one that breaks new ground and is useful as reference material for honours and postgraduate studies.

(iii) Theses accepted for doctoral degree may be considered for assistance for publication under the scheme only within a period of ten years after its submission. If the period of submission exceeds ten years then it should be got adjudged by the experts in the field by the University before it is considered for assistance.

(iv) It was felt that a specific ratio of assistance be fixed for assistance for learned research works and doctoral theses. The allocation made to a university under the scheme be utilised by the universities normally on the basis of 2/3rd for doctoral theses and 1/3rd for other learned research works.

(v) Repetitive publication should not be considered under the scheme for assistance. Assistance would be available once only for the initial publication.

(vi) A special permanent fund may be established at some selected universities for the publication of research works. The Commission may make a lump sum grant of Rs. One lakh for the plan period and university may add Rs. 50,000 to this fund.

The recommendations made by the Review Committee for providing support to universities for publication of quality journals and for setting up regional centres in universities for taking up publications on inter-university basis, with a view to augmenting the facilities available for the purpose within the discipline/area/region, is under the consideration of the Commission.

The Commission has allocated grants amounting to Rs. 35.20 lakhs to 80 universities/institutions ranging from Rs. 10,000 to Rs. 60,000 to each university for the purpose for two years viz., 1975-76 and 1976-77.

(*XVII*) *Book Production*

With a view to supplementing the efforts of the State Governments and involving outstanding teachers and scholars in the universities and colleges in the production of standard text/reference books, the UGC in consultation with the Ministry of Education and Social Welfare, initiated in 1970-71, a programme for providing support for writing of quality books required for university level studies.

The scheme provides for the preparation of manuscript of the book by outstanding authors working in universities/colleges including retired teachers. The senior authors responsible for writing the book can have the assistance of a fellow, in case they decide to take up this project in addition to their normal duties. Such fellows will be entitled to a fellowship amount of Rs. 600 per month for two years extendable by one year at the maximum. It also provides for contingency grant at the rate of Rs. 2,000 per annum. Uptil March 31, 1976, 339 projects had been selected for preparation of books in various fields of science and humanities.

Out of 339 projects, authors could not take up work relating to 45 projects for one reason or the other. 46 manuscripts have been completed so far and 248 are in progress. A total expenditure of Rs. 5,66,389 has been incurred both on fellowship and contingency during the year 1975-76 under the above scheme.

The Ministry of Education and Social Welfare in consultation with the UGC initiated in 1960 programmes of republication of books in low priced editions, originally published in USA, UK and USSR and used by university and college students. Recently under Indo-American Standard Programmes, English Language Book Society Series and Joint-Indo-Soviet Text Books Board Scheme, the Ministry of Education has taken up the programme of republication of selected quality books in cheaper editions. The Commission has been called upon to evaluate these books with the help of experts.

The Commission got 98 books evaluated during the year 1975-76 as under:

S.No.	*Programme*	*No. of titles evaluated*
1.	Joint Indo-American Standard Works Programme	40
2.	English Language Book Society Series	32
3.	Joint Indo-Soviet Text Books Board Scheme	26
	Total	98

SECTION X

Facilities for Scheduled Castes and Scheduled Tribes

The Committee on the Welfare of Scheduled Castes and Scheduled Tribes (1973-74), *inter alia,* recommended that statistics regarding reservation of seats for scheduled caste/tribe students should be collected from all the universities and should be published in the Annual Reports of the University Grants Commission (Recommendation No. 27 in Appendix VI). The Committee also suggested that a separate cell with adequate staff should be created in regard to the effective implementation of reservation orders in favour of scheduled castes and tribes and a note included in the Annual Report (Recommendation No. 18 in Appendix VI). The position in this regard is detailed below:

1. *Reservation of Seats in the various Courses in Universities/Colleges*

The University Grants Commission in January, 1973 invited the attention of the universities to the guidelines issued by the Government of India, Ministry of Education & Social Welfare regarding reservation of seats of Scheduled Castes and Scheduled Tribes students in universities/colleges which, *inter alia,* provide that 20 per cent of the seats be reserved for scheduled caste/tribe candidates and they be also given a concession of 5 per cent marks in the minimum percentage of marks required for admission to any course.

Since it was found that these recommendations were not being implemented satisfactorily by all the universities, universities were again requested in April, 1976 to follow the guidelines and intimate the latest position in this regard. The position obtaining in 104 universities and institutions deemed to be universities from which replies have so far been received is as under :

(i) Forty-four universities are observing strictly the instructions issued by the Government of India in the matter. Of these, 18 universities have indicated the provision for relaxation of 5% marks for students belonging to scheduled castes and scheduled tribes.

(ii) In 45 universities, the reservation of seats for students belonging to scheduled castes and scheduled tribes varies from 3% to 33%.

(iii) Fifteen universities have not provided for any reservation of seats for candidates belonging to scheduled castes and scheduled tribes but they have indicated that no difficulty is being experienced by the students belonging to these categories in regard to admission to various courses.

2. *Reservations in Recruitment of Staff in the UGC Office*

Efforts were made to give due representation to the reserved categories of Scheduled Castes and Scheduled Tribes and to complete the backlog in the office of the Commission in pursuance of the recommendations of the Parliamentary Committee on the Welfare of Scheduled Castes and Scheduled Tribes and a committee was appointed by the Commission in this regard.

A post of Education Officer reserved for scheduled caste was filled by direct recruitment of candidate belonging to the category of Scheduled Caste. The services of a Scheduled Tribe candidate were obtained on deputation from State Government to fill the reserved vacancy of Deputy Secretary for Scheduled Tribes. The candidate joined duty on 10.4.1976.

The shortfall in the cadre of LDCs/Typists during the year under report was made good through *ad hoc* recruitment confined to Scheduled Castes and Scheduled Tribes only. Eleven LDCs belonging to the category of Scheduled Castes and One belonging to the category of Scheduled Tribe were appointed in this manner. Arrangements were also made for imparting in service training to departmental candidates belonging to reserved categories through the Institute of Secretariat Training & Management to make them proficient in English shorthand and typing to fill the vacancies in the cadre of Junior Stenographer reserved for them in the departmental quota.

"Dereservation" had to be resorted to (i) in respect of the vacancy of Education Officer in the departmental promotion quota as no departmental Assistant Education Officer belonging to the reserved category was available for promotion since the cadre of Assistant Education Officer is being wasted out and (ii) in respect of two posts of Statistical Assistants (one each reserved for Scheduled Caste and Scheduled Tribe) as suitable candidates were not available. The reservation has, however, been carried forward to the subsequent recruitment year.

The recommendation made by the Parliamentary Committee on Welfare of Scheduled Castes and Scheduled Tribes for creation of a Cell with adequate staff in the UGC for effective implementation of reservation orders in favour of Scheduled Castes and Scheduled Tribes has been referred to the Staff Inspection Unit which is presently assessing the staff requirements of the UGC office.

R.K. Chhabra
Secretary

Satish Chandra
Chairman
B. Ramachandra Rao
Vice-Chairman
K.N. Channa
G. Ramachandran
R.P. Bambah
S.S. Saluja
A.J. Dastur
S. Gopal
B.M. Udgaonkar
Maqbool Ahmed
Chandran D.S. Devanesen

Note: This report has been signed by the Members of the UGC reconstituted w.e.f. 21.1.1976.

APPENDIX I

Indian Universities and Institutions Deemed to be Universities

(1975-76)

Year of Establishment	*S. No.*	*University*	*Total Enrolment*
1857	(1)	Calcutta University	2,33,936
	(2)	Bombay University	73,871
	(3)	Madras University	1,06,584
1887	(4)	Allahabad University	21,753
1916	(5)	Banaras Hindu University (Varanasi)	14,588
	(6)	Mysore University	50,506
1917	(7)	Patna University	9,184
1918	(8)	Osmania University (Hyderabad)	62,142
1921	(9)	Aligarh Muslim University	9,596
	(10)	Lucknow University	29,093
1922	(11)	Delhi University	78,506
1923	(12)	Nagpur University	60,227
1926	(13)	Andhra University (Waltair)	62,982
1927	(14)	Agra University	40,720
1929	(15)	Annamalai University (Annamalainagar)	5,746
1937	(16)	Kerala University (Trivandrum)	50,709
1943	(17)	Utkal University (Bhubaneswar)	24,204
1946	(18)	Saugar University	21,033
1947	(19)	Rajasthan University (Jaipur)	76,360
	(20)	Panjab University (Chandigarh)	46,006
1948	(21)	Gauhati University	29,140
	(22)	Kashmir University (Srinagar)	12,470
1949	(23)	Roorkee University	1,983
	(24)	Poona University	63,004
	(25)	M.S. University of Baroda	17,736
	(26)	Karnatak University (Dharwar)	41,479
1950	(27)	Gujarat University (Ahmedabad)	82,609
1951	(28)	S.N.D.T. Women's University (Bombay)	13,657
	(29)	Visva-Bharati (Santiniketan)	1,578
1952	(30)	Bihar University (Muzaffarpur)	16,793
1954	(31)	Sri Venkateswara University (Tirupati)	27,320
1955	(32)	Sardar Patel University (Vallabh Vidyanagar)	9,844
	(33)	Jadavpur University (Calcutta)	4,793
1956	(34)	Kurukshetra University*	57,029
	(35)	Indira Kala Sangit Vishwavidyalaya (Khairagarh)	324

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*Since renamed as B.N. Chakravarty University.

Year of Establishment	*S. No.*	*University*	*Total Enrolment*
1957	(36)	Vikram University (Ujjain)	19,904
	(37)	Gorakhpur University	58,708
	(38)	Jabalpur University	17,393
1958	(39)	Sampurnanand Sanskrit Vishwavidyalaya (Varanasi)	2,707
	(40)	Marathwada University (Aurangabad)	45,793
1960	(41)	G.B. Pant University of Agriculture & Technology (Nainital)	2,178
	(42)	Burdwan University	58,627
	(43)	Kalyani University	1,839
	(44)	Bhagalpur University	10,610
	(45)	Ranchi University	24,388
1961	(46)	K.S. Darbhanga Sanskrit Vishwavidyalaya	2,050
1962	(47)	Punjab Agricultural University (Ludhiana)	2,568
	(48)	Punjabi University (Patiala)	22,655
	(49)	Orissa University of Agriculture & Technology (Bhubaneswar)	959
1962	(50)	North Bengal University (Siliguri)	21,323
	(51)	Rabindra Bharati (Calcutta)	2,974
	(52)	Magadh University (Gaya)	22,506
	(53)	Jodhpur University	10,441
	(54)	Udaipur University	8,163
	(55)	Shivaji University (Kolhapur)	47,049
1964	(56)	Indore University	16,833
	(57)	Jiwaji University (Gwalior)	21,085
	(58)	Ravi Shankar University (Raipur)	25,630
	(59)	University of Agricultural Sciences (Bangalore)	2,735
	(60)	Andhra Pradesh Agricultural University (Hyderabad)	2,300
	(61)	Bangalore University	46,301
	(62)	Jawaharlal Nehru Krishi Vishwavidyalaya (Jabalpur)	2,181
1965	(63)	Dibrugarh University	11,631
	(64)	Kanpur University	50,608
	(65)	Meerut University	50,781
	(66)	Madurai University	48,250
	(67)	Saurashtra University (Rajkot)	40,105
	(68)	South Gujarat University (Surat)	19,945
1967	(69)	Berhampur University	5,893
	(70)	Sambalpur University	13,292

Year of Establishment	*S. No.*	*University*	*Total Enrolment*
1968	(71)	Gujarat Ayurveda University (Jamnagar)	2,192
	(72)	Jawaharlal Nehru University (New Delhi)	2,039
	(73)	Mahatma Phule Krishi Vidyapeeth (Rahuri, Distt Ahmednagar)	1,826
1968	(74)	Calicut University	27,243
	(75)	Awadesh Pratap Singh University (Rewa)	15,388
	(76)	Assam Agricultural University (Jorhat)	751
1969	(77)	Guru Nanak Dev University (Amritsar)	34,486
	(78)	Jammu University	8,268
	(79)	Panjabrao Krishi Vidyapith (Akola)	2,248
1970	(80)	Haryana Agricultural University (Hissar)	1,536
	(81)	Himachal Pradesh University (Simla)	11,949
	(82)	Bhopal University	16,481
	(83)	Rajendra Agricultural University (Dholi, Distt: Muzaffarpur)	1,124
1971	(84)	Tamil Nadu Agricultural University (Coimbatore)	2,154
	(85)	Cochin University	283
1972	(86)	Kerala Agricultural University (Trichur)	619
	(87)	Gujarat Agricultural University (Ahmedabad)	1,818
	(88)	Konkan Krishi Vidyapith (Dapoli)	542
	(89)	Marathwada Krishi Vidyapith (Parbani)	1,160
	(90)	Lalith Narayan Mithila University (Darbhanga)	12,270
	(91)	Jawaharlal Nehru Technological University (Hyderabad)	3,305
1973	(92)	North Eastern Hill University (Shillong)	4,756
	(93)	Kumaon University (Nainital)	5,748
	(94)	Garhwal University (Srinagar-Garhwal)	9,946
1974	(95)	Kashi Vidyapeeth (Varanasi)	2,002
	(96)	Bidhan Chandra Krishi Visvavidyalaya (Kalyani)	1,097
	(97)	University of Hyderabad	47
	(98)	Narendra Deo University of Agriculture & Technology (Faizabad)	—
	(99)	Chandra Sekhar Azad University of Agriculture & Technology (Kanpur)	718
1975	(100)	Avadh University (Faizabad)	17,197
	(101)	Bundelkhand University (Jhansi)	9,708
	(102)	Rohilkhand University (Bareilly)	23,137

121

*Year of recognition**	*S. No.*	*Institution deemed to be University*	*Total Enrolment*
1958	(1)	Indian Institute of Science (Bangalore)	1,006
	(2)	Indian Agricultural Research Institute (New Delhi)	514
1962	(3)	Gurukul Kangri Vishwavidyalaya (Hardwar)	312
	(4)	Jamia Millia Islamia (New Delhi)	1,023
1963	(5)	Gujarat Vidyapeeth (Ahmedabad)	447
1964	(6)	Tata Institute of Social Sciences (Bombay)	198
	(7)	Birla Institute of Technology & Science (Pilani)	2,055
1967	(8)	Indian School of Mines (Dhanbad)	509
1973	(9)	Central Institute of English & Foreign Languages (Hyderabad)	97
Grand Total			24,26,109

Note: (1) The universities have been arranged according to the year in which the respective Acts were adopted. The position shown above is upto 31-3-76.

(2) The enrolment figures which include the enrolment in constituent/affiliated colleges of the universities generally indicate the position as on September 30, 1975. The figures for Rabindra Bharati relate to the university campus only. In case of K.S. Darbhanga Sanskrit Vishwavidyalaya, Indira Kala Sangit Vishwavidyalaya and Sampurnanand Sanskrit Vishwavidyalaya the enrolment includes the university campus as well as such of the colleges from whom information was received in time. In case of some colleges, the data for the previous year have been used.

(3) Enrolment figures have not been furnished in the case of new university viz. Narendra Deo University of Agriculture & Technology (Faizabad) as it has not yet started functioning.

(4) All enrolment figures exclude Pre-University/Intermediate/Pre-Professional levels.

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*Year of recognition as an Institution deemed to be university under Section 3 of the UGC Act, 1956.

APPENDIX II

Distribution of Colleges according to Courses of Study (1971-72 to 1975-76)

	Number of Colleges				
Courses of Study	*1971-72*	*1972-73*	*1973-74*	*1974-75*	*1975-76*
Arts, Science & Commerce	2,798	2,998	3,126	3,172	3,257
Engineering & Technology	108	110	109	109	109
Medicine, Pharmacy, Ayurveda Nursing & Dentistry	186	210	217	226	232
Law	95	107	110	122	132
Agriculture	57	54	55	57	56
Veterinary Science	23	24	25	25	23
Education	269	287	295	307	315
Oriental Learning	272	275	274	269	271
Others (Physical Education, Music & Fine Arts)	88	93	97	101	113
Total	3,896	4,158	4,308	4,388	4,508

APPENDIX III

Enrolment in Correspondence Courses

S. No.	Name of the University	Degree Courses Offered	Year of Starting	Total No. of Students Enrolled		
				1973-74	1974-75	1975-76
1.	Andhra	B.A.	1972-73	225	283	678
		B.Com.	1972-73	302	360	934
2.	Bhopal	B.A.	1975-76	—	—	99
		B.Com.	1975-76	—	—	27
3.	Bombay	B.A.	1971-72	208	411	636
		B.Com.		115	266	391
4.	Delhi	B.A. (Pass)	1962	14,764	14,348	13,722
		B.Com. (Pass)	1970			
5.	Himachal Pradesh	B.A.	1971	487	791	819
		M.A. in English		710	944	912
		Hindi		137	318	286
		Sanskrit		55	67	63
		History		367	377	384
		Economics		1,215	1,080	1,225
		Pol. Science		852	927	909
		M.Ed.		712	523	661
		M.Com.	1975	—	—	1,037
6.	Madurai	B.A.	1971	3,291	4,495	5,784
		B.Com.	1972	1,931	4,221	6,175
7.	Meerut	B.A.	1969	3,132	1,970	1,095

8.	Mysore	B.A.	1970-71	2,407	3,008	3,419
		B.Com.	1972-73	206	243	348
		B.G.L.	1974-75	—	851	2,229
		B.Ed.	1975-76	—	—	609
		M.A. English	1972-73	153	230	213
		Kannada		447	516	448
		History	1974-75	—	325	389
		Pol. Science	1975-76	—	—	165
		Sociology		—	—	609
9.	Panjab	B.A.	1971-72	8,503	8,037	7,427
		B.Com.	1973-74	340	558	708
10.	Punjabi	B.A.	1968-69	2,578	2,117	1,428
		M.A. Punjabi	1974-75	—	246	353
11.	Rajasthan	B.Com.	1968	1,434	669	948
		M.A. History	1971	1,129	1,078	1,299
		Pol. Science		2,350	2,215	2,476
12.	Sri Venkateswara	B.A. B.Com.	1972-73	342	562	695
13.	Utkal	B.A.	1975-76	—	—	814

NOTE: The Commission has also accepted the proposals of the Allahabad, Jammu, Kashmir and Osmania Universities for starting Correspondence Courses. Some Universities e.g. Kurukshetra* and Patna have also introduced Correspondence Courses.

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*New name B.N. Chakravarty University.

APPENDIX IV

Growth of Student Enrolment
(1960-61 to 1975-76)

Year	*Total Enrolment*	*Increase over the preceding year*	*Percentage increase*
1960-61	5,56,559	75,025	15.6
1961-62	6,63,661	1,07,102	19.2
1962-63	7,52,095	88,434	13.3
1963-64	8,42,110	90,015	12.0
1964-65	9,50,277	1,08,167	12.8
1965-66	10,66,884	1,16,607	12.3
1966-67	11,90,713	1,23,829	11.6
1967-68	13,70,261	1,79,548	15.1
1968-69	15,66,103	1,95,842	14.3
1969-70	17,92,780	2,26,677	14.5
1970-71	19,53,700	1,60,920	9.0
1971-72	20,65,041	1,11,341	5.7
1972-73	21,68,107	1,03,066	5.0
1973-74	22,34,385	66,278	3.1
1974-75	23,66,541	1,32,156	5.9
1975-76	24,26,109	59,568	2.5

APPENDIX V

Student Enrolment : Stagewise

(1973-74 to 1975-76)

	1973-74		1974-75		1975-76	
Stage	*Enrolment*	*% of total*	*Enrolment*	*% of total*	*Enrolment*	*% of total*
Graduate	19,64,432	88.00	20,75,039	87.7	2146,919	88.5
Postgraduate	2,14,691	9.6	2,34,114	9.9	2,19,826	9.1
Research	16,417	0.7	17,977	0.8	18,381	0.7
Diploma/ Certificate	38,845	1.7	39,411	1.6	40,983	1.7
Total	22,34,385	100.0	23,66,541	100.0	24,26,109	100.0

APPENDIX VI

Stagewise Enrolment: Universities and Affiliated Colleges (1975-76)

Stage	*University Departments or University Colleges*	*Affiliated Colleges*	*Total*	*Percentage in Affiliated Colleges*		
				1975-76	*1974-75*	*1973-74*
Graduate	2,28,599	19,18,320	21,46,919	89.4	90.1	90.2
Postgraduate	1,04,048	1,15,778	219,826	52.7	51.3	51.4
Research	16,355	2,026	18,381	11.0	10.9	12.6
Diploma/ Certificate	18,579	22,404	40,983	54.7	54.1	56.1
Total	3,67,581	20,58,528	24,26,109	84.8	85.1	85.3

APPENDIX VII

Student Enrolment : Facultywise
(1973-74 to 1975-76)

	1973-74		*1974-75*		*1975-76*	
Faculty	*Enrolment*	*% of total*	*Enrolment*	*% of total*	*Enrolment*	*% of total*
Arts (including Oriental Learning)	10,03,375	44.9	10,56,077	44.6	10,79,990	44.5
Science	4,73,685	21.2	4,63,441	19.6	4,63,841	19.1
Commerce	3,40,392	15.2	3,89,504	16.5	4,14,946	17.1
Education	70,680	3.2	77,179	3.3	76,641	3.2
Engineering/ Technology	86,665	3.9	90,685	3.8	96,067	4.0
Medicine	1,02,242	4.6	1,06,340	4.5	1,05,140	4.3
Agriculture	26,520	1.2	29,293	1.2	30,160	1.2
Veterinary Science	6,334	0.3	6,736	0.3	6,377	0.3
Law	1,13,230	5.0	1,34,811	5.7	1,41,298	5.8
Others	11,262	0.5	12,475	0.5	11,649	0.5
Total	22,34,385	100.0	23,66,541	100.0	24,26,109	100.0

APPENDIX VIII

Strength and Distribution of Teaching Staff in University Departments/ University Colleges according to Designation

(1970-71 to 1975-76)

Year	*Professors*	*Readers*	*Lecturers**	*Tutors/ Demonstrators*	*Total*
1970-71	2139 (9.9)	3324 (15.4)	14,389 (66.5)	1767 (8.2)	21,619 (100.0)
1971-72	2273 (10.0)	3616 (15.8)	15,296 (67.0)	1657 (7.2)	22,842 (100.0)
1972-73	2460 (10.0)	3938 (15.9)	16,431 (66.5)	1875 (7.6)	24,704 (100.0)
1973-74	2639 (9.9)	4295 (16.1)	17,675 (66.3)	2050 (7.7)	26,659 (100.0)
1974-75	2803 (10.1)	5141 (18.5)	17,700 (63.6)	2186 (7.8)	27,830 (100.0)
1975-76	2996 (9.5)	5484 (17.3)	20,658 (65.3)	2486 (7.9)	31,624 (100.0)

Note: Figures within parenthesis indicate the percentage of the cadre to the total staff in the corresponding year.

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*Including Assistant Professors and Assistant Lecturers.

APPENDIX IX

Strength and Distribution of Teaching Staff in Affiliated Colleges according to Designation

(1970-71 to 1975-76)

Year	*Senior Teachers**	*Lecturers***	*Tutors/ Demonstrators*	*Total*
1970-71	13,185 (12.3)	80,468 (75.0)	13,604 (12.7)	1,07,257 (100.0)
1971-72	14,395 (12.4)	88,617 (76.1)	13,350 (11.5)	1,16,362 (100.0)
1972-73	15,068 (12.5)	91,701 (75.9)	14,051 (11.6)	1,20,820 (100.0)
1973-74	15,226 (11.7)	1,00,177 (77.1)	14,500 (11.2)	1,29,903 (100.0)
1974-75	16,396 (12.2)	1,03,456 (77.2)	14,100 (10.6)	1,33,952 (100.0)
1975-76	16,513 (12.1)	1,06,243 (78.1)	13,243 (9.8)	1,35,999 (100.0)

Note: Figures in parenthesis indicate the percentage of the cadre to the total staff in the corresponding years.

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*Including Principals.

**Including Assistant Professors and Assistant Lecturers.

APPENDIX X

Statement showing Grants paid to Universities during the year 1975-76 (Major Headwise) under Plan and Section III

	Name of the University	*Grants paid in Rupees*
	CENTRAL UNIVERSITIES	
1.	Aligarh	62,27,114-92
		*5,718-98
2.	Banaras	1,58,95,851-71
		*2,19,732-04
3.	Delhi	1,15,81,247-90
4.	Hyderabad	1,10,50,000-00
5.	Jawaharlal Nehru	2,19,17,774-30
		*16,242-32
6.	North Eastern Hill	71,29,849-00
7.	Visva-Bharati	15,79,590-24
		*2,076-66
	Total	7,53,81,428-07
		*2,43,770-00
	INSTITUTIONS DEEMED TO BE UNIVERSITIES	
1.	Birla Institute of Technology and Science	22,15,676-26
		*1,95,880-53
2.	Gujarat Vidyapith	3,14,848-84
3.	Gurukul Kangri	81,617-74
4.	Indian Institute of Science	1,49,39,925-32
		17,765-00
5.	Indian School of Mines	35,14,124-10
6.	Jamia Millia	9,74,662-89
		*2,787-11
7.	Tata Institute of Social Sciences	6,94,967-80
8.	Indian Agricultural Research Institute	30,918-00
9.	Central Institute of English and Foreign Languages	2,27,561-49 *2,348-91
	Total	2,29,94,302-44
		*2,18,781-55

*By adjustment

	Name of the University	*Grants paid in Rupees*
STATE UNIVERSITIES		
Andhra Pradesh		
1.	Andhra	76,61,035-01 *1,33,043-31
2.	A.P. Agricultural	7,500-00
3.	Osmania	58,83,942-25 *62,387-18
4.	Sri Venkateswara	39,04,213-06 *47,511-81
	Total	1,74,56,690-32 *2,42,942-30
Assam		
1.	Dibrugarh	15,11,698-87
2.	Gauhati	35,62,572-68
	Total	50,74,271-55
Bihar		
1.	Bhagalpur	9,32,812-13 *954-00
2.	Bihar	11,09,407-94 *18,033-44
3.	K.S. Darbhanga	1,35,000-00
4.	Magadh	3,45,604-95
5.	Patna	14,13,821-32
6.	Ranchi	35,32,640-96 *1,860-29
	Total	74,69,287-30 *20,847-73

*By adjustment

	Name of the University	*Grants paid in Rupees*
Gujarat		
1.	Gujarat	18,73,145-12
2.	M.S. Baroda	43,11,557-21
3.	Sardar Patel	11,18,940-97
4.	Saurashtra	7,07,210-80
5.	South Gujarat	6,69,549-17
	Total	86,80,403-27
Haryana		
1.	Haryana Agricultural	50,790-06
2.	Kurukshetra**	23,04,641-43 *362-96
	Total	23,55,431-49 *362-96
Himachal Pradesh		
1.	Himachal Pradesh	33,28,784-23
	Total	33,28,784-23
Jammu & Kashmir		
1.	Jammu	41,06,234-77 *1,145-00
2.	Kashmir	11,13,898-12
	Total	52,20,132-89 *1,145-00

*By adjustment

**Since renamed as B.N. Chakravarty University.

	Name of the University	*Grants paid in Rupees*
Karnataka		
1.	Bangalore	32,80,548-58
2.	Karnatak	28,82,461-20
3.	Mysore	27,51,902-83
4.	University of Agricultural Sciences	1,000-00
	Total	89,15,912-61
Kerala		
1.	Calicut	18,53,322-40 *801-87
2.	Cochin	12,24,610-83
3.	Kerala Agricultural	21,984-00
4.	Kerala	40,55,160-09 *63,419-86
	Total	71,55,077-32 *64,221-73
Maharashtra		
1.	Bombay	56,60,527-13 *21,946-40
2.	Mahatma Phule Krishi	500-00
3.	Marathwada	9,64,416-40
4.	Nagpur	24,36,785-33
5.	Poona	46,06,437-68
6.	S.N.D.T. Women's	37,99,617-06 *2,261-83
7.	Shivaji	12,48,067-18 *3,899-35
	Total	87,16,350-78 *28,107-58

*By adjustment

	Name of the University	*Grants paid in Rupees*
Madhya Pradesh		
1.	A.P. Singh	1,58,080-00
2.	Bhopal	3,96,191-50
3.	Indira Kala	2,13,278-00
4.	Indore	10,17,526-10
5.	Jabalpur	4,96,497-91
6.	Jiwaji	8,01,584-86
7.	Punjab Rao Krishi	5,500-00
8.	Ravi Shankar	7,29,576-00
9.	Saugar	14,01,094-81
10.	Vikram	9,87,866-99
		*72-00
	Total	62,07,196-17
		*72-00
Orissa		
1.	Berhampur	8,13,514-78
		*526-30
2.	Orissa University of Agriculture	7,820-00
3.	Sambalpur	16,15,421-78
		*11,781-70
4.	Utkal	29,06,419-97
		*86,564-76
	Total	53,43,186-53
		*98,872-76
Punjab		
1.	Guru Nanak	14,79,495-20
2.	Panjab	58,75,635-19
		*20,000-00
3.	Punjab Agricultural	11,832-90
4.	Punjabi	14,50,231-11
	Total	88,17,194-40
		*20,000-00

*By adjustment

	Name of the University	*Grants paid in Rupees*
Rajasthan		
1.	Jodhpur	13,52,363-67
2.	Rajasthan	20,70,110-53
3.	Udaipur	13,09,515-16
	Total	47,31,989-36
Tamil Nadu		
1.	Annamalai	29,24,021-91
2.	Madras	54,83,231-55
3.	Madurai	15,30,909-30
4.	Tamil Nadu Agricultural	15,000-00
	Total	99,53,162-76
Uttar Pradesh		
1.	Agra	9,56,349-61
2.	Allahabad	28,01,847-97
		*44,525-12
3.	Gorakhpur	11,59,977-41
		*10,095-76
4.	G.B. Pant	69,601-63
5.	Kanpur	3,19,556-33
		*20,092-06
6.	Kashi Vidyapith	4,86,255-00
7.	Lucknow	19,25,232-96
		*54,061-96
8.	Meerut	15,62,020-99
9.	Roorkee	75,92,908-58
10.	Sampurnanand Sanskrit	2,21,870-34
		*10,000-00
	Total	1,70,95,620-82
		*1,38,774-90

*By adjustment

Name of the University		Grants paid in Rupees
West Bengal		
1.	Burdwan	19,02,588-39
2.	Calcutta	58,38,134-12 *76,534-94
3.	Jadavpur	30,34,342-36 *59,650-14
4.	Kalyani	12,81,078-69 *19,254-00
5.	North Bengal	11,26,623-29 *3,939-40
6.	Rabindra Bharati	2,55,469-70 *5,280-30
	Total	1,34,38,236-55 *1,64,658-78
	Grand Total	**24,83,34,648-86** ***12,42,557-29**

*By adjustment

APPENDIX XI

Basic Grants provided to Universities for Purchase of Library Books & Journals and Scientific Equipment

(*Rs. in lakhs*)

S. No.	*University*	*For library books*	*For scientific equipment*
1.	Agra	3	0.5
2.	Aligarh	5	7.5
3.	Allahabad	5	7.5
4.	Andhra	3	5.0
5.	Annamalai	3	5.0
6.	Awadesh Pratap Singh	1	—
7.	Banaras	5	7.5
8.	Bangalore	5	7.5
9.	Berhampur	3	5.0
10.	Bhagalpur	3	5.0
11.	Bhopal	1	—
12.	Bihar	3	5.0
13.	Bombay	5	5.0
14.	Burdwan	3	5.0
15.	Calcutta	5	7.5
16.	Calicut	3	5.0
17.	Cochin	3	5.0
18.	Delhi	5	7.5
19.	Dibrugarh	3	5.0
20.	Gauhati	5	7.5
21.	Gorakhpur	3	5.0
22.	Gujarat	3	5.0
23.	Guru Nanak	3	5.0
24.	Himachal Pradesh	3	5.0
25.	Indore	3	5.0
26.	Jabalpur	3	5.0
27.	Jadavpur	3	5.0
28.	Jammu	3	5.0
29.	Jawaharlal Nehru	5	7.5
30.	Jiwaji	3	5.0
31.	Jodhpur	3	5.0
32.	Kanpur	1	—
33.	Karnataka	3	5.0
34.	Kashi Vidyapith	1	—

APPENDIX XI (*Contd.*)

1	2	3	4
35.	Kashmir	3	5.0
36.	Kerala	5	7.5
37.	Kurukshetra	3	5.0
38.	Lucknow	5	7.5
39.	Madras	5	7.5
40.	Madurai	3	5.0
41.	Magadh	3	5.0
42.	M.S. Uni. Baroda	5	7.5
43.	Marathwada	3	5.0
44.	Mysore	3	5.0
45.	Meerut	3	5.0
46.	Nagpur	3	5.0
47.	North Bengal	3	5.0
48.	Osmania	5	7.5
49.	Panjab	5	7.5
50.	Patna	5	7.5
51.	Poona	3	5.0
52.	Punjabi	3	5.0
53.	Rabindra Bharati	1	—
54.	Ranchi	3	5.0
55.	Rajasthan	3	5.0
56.	Ravi Shankar	3	5.0
57.	Roorkee	3	5.0
58.	Sardar Patel	3	5.0
59.	Saugar	3	5.0
60.	Sambalpur	3	5.0
61.	Saurashtra	3	5.0
62.	Shivaji	3	5.0
63.	S.N.D.T. Women's	3	0.5
64.	South Gujarat	3	5.0
65.	Sri Venkateswara	3	5.0
66.	Udaipur	3	5.0
67.	Utkal	3	5.0
68.	Varanaseya Sanskrit	1	—
69.	Vikram	3	5.0
70.	Visva-Bharati	3	5.0
	Sub Total (A)	230.00	348.50

APPENDIX XI (*Contd.*)

1	2	3	4
Institutions Deemed to be Universities			
1.	Birla Institute of Technology & Science	3.00	5.00
2.	Gujarat Vidyapith	1.00	—
3.	Gurukul Kangri	0.50	—
4.	Indian Institute of Science	5.00	7.50
5.	Jamia Millia Islamia	1.50	2.00
6.	Tata Institute of Social Sciences	1.00	—
	Sub Total (B)	12.00	14.50
	Grand Total (A+B)	**242.00**	**363.00**

APPENDIX XII

Tentative Allocation indicated to the Universities and Institutions deemed to be Universities for Fifth Plan

(Amount in Rupees)

50 Lakhs 1	*75 Lakhs* 2	*1.0 Crores* 3	*1.5 Crores* 4	*2.0 Crores* 5	*2.5 Crores* 6	*3.0 Crores* 7
1 Indira Kala	1. Jamia Millia	1. Agra	1. Andhra	1. Allahabad	1. Aligarh	1. Delhi
2. Kashi Vidyapith		2. Annamalai	2. Bhagalpur	2. Bangalore	2. Banaras	2. Calcutta
		3. A.P. Singh	3. Bihar	3. Baroda	3. Bombay	
3. K.S. Darbhanga		4. Berhampur	4. Burdwan	4. Gauhati		
4. Sampurnanand Sanskrit		5. Bhopal	5. Calicut	5. Kerala		
		6. Cochin	6. Dibrugarh	6. Lucknow		
5. Gurukul Kangri*		7. Gorakhpur	7. Gujarat	7. Madras		
6. Gujarat Vidyapith*		8. Guru Nanak	8. Karnatak	8. Osmania		
		9. Himachal Pradesh	9. Kashmir	9. Panjab		
			10. Madurai	10. Patna		
7. T.I.S.S.* Bombay		10. Indore	11. Magadh			
		11. Jabalpur	12. Mysore			
		12. Jadavpur	13. Nagpur			
		13. Jammu	14. Poona			
		14. Jiwaji	15. Rajasthan			
		15. Jodhpur	16. Ranchi			

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*Deemed to be Universities.

APPENDIX XII *(Contd.)*

1	2	3	4	5	6	7
		16. Kalyani	17. Saugar	University Centres for Postgraduate studies (Rs. 50 lakhs) each at:		
		17. Kanpur	18. Utkal			
		18. Kurukshetra**	19. Visva-Bharati			
		19. Marathwada				
		20. Meerut		1. Agartala		
		21. North Bengal		2. Anantapur		
		22. Punjabi		3. Coimbatore		
		23. Rabindra Bharati		4. Goa		
		24. Ravi Shankar		5. Gulbarga		
		25. Roorkee		6. Guntur		
		26. Sambalpur		7. Imphal		
		27. Sardar Patel		8. Mangalore		
		28. Saurashtra		9. Rohtak		
		29. Shivaji		10. Shimoga		
		30. S.N.D.T.		11. Tiruchirapalli		
		31. South Gujarat		12. Warangal		
		32. Sri Venkateswara				
		33. Udaipur				
		34. Vikram				
		35. B.I.T.S., Pilani*				

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*Deemed to be universities.

**Since renamed as B.N. Chakravarty University.

APPENDIX XIII

Pattern of Assistance to Universities during Fifth Plan

S. No.	*Scheme/Project*	*Pattern of Assistance*	
		Contribution by UGC	*Contribution by State Govt. and/or University*
1	2	3	4
1.	University departments and university postgraduate centres		
	(a) Research/postgraduate and under-graduate (both) facilities		
	(i) Staff Professor ..	100%	—
	Reader ..	100%	—
	Lecturer ..	75%	25%
	Technical Staff ..	100%	—
	(ii) Equipment ..	100%	—
	(iii) Books ..	100%	—
	(iv) Buildings (Teaching & Laboratories)	50%	50%
	(v) Workshop (Including shed) ..	100%	—
	(iv) Animal House Facility ..	100%	—
	(b) University departments which are centres of advanced study ..	100%	—
	(c) Programme of special assistance for selected departments ..	100%	—
2.	Engineering and Technology (university departments/institutions)		
	(a) Development/expansion of under-graduate and diploma courses (NR & R)	*Under review*	
	(b) Postgraduate/research facilities		
	(c) Research and Junior Fellowships in Engineering and Technology		
3.	Libraries		
	(a) Buildings ..	50%	50%
	(b) Books ..	100%	—
	(c) Professional Staff ..	50%	50%

1	2	3	4
4.	Summer Institute, Seminars, Symposium refresher/orientation course, workshop etc.	100%	—
5.	Conferences of professional/learned/ academic bodies/associations	*Under review*	
6.	Utilisation of the services of retired teachers	Rs. 6,000 p.a. and Rs. 1,000 p.a. for contingencies	
7.	Research and learned work by teachers (equipment, field work, literature etc).	100%	—
8.	Staff quarters/Teachers Hostels (Building)	50%	50%
9.	Students Hostels (Building)		
	(a) Men's Hostel ..	50%	50%
	(b) Women's Hostel ..	75%	25%
10.	Guest House (Building) ..	50% (subject to a maximum of Rs. 1,50,000)	50%
11.	Publication grant for publication of learned work by members of staff doctoral theses and reports of research projects ..	*Under Review*	
12.	Programmes of adult/continuing education	*Under Review*	
13	Establishment of Archival cells in the universities ..	100%	—
14.	Establishment/improvement of university presses (including machinery and equipment only)	50% (subject to a maximum of Rs. 2,00,000)	50%
15.	Health Centres:		
	(a) non-recurring (building and equipment) (upto Rs. 1,50,000)	75%	25%
	(b) Recurring (salaries of staff), (upto Rs. 30,000 per annum)	50%	50%

1	2	3	4
16.	Canteen (Building, furniture and equipment)	66⅔%	33⅓%
17.	Students' aid fund	An amount equal to the collections made by the University for the fund subject to a maximum of Rs. 25,000 per year.	
18.	Study centres	100%	—
	Non-recurring		
	Books	Rs. 20,000	
	Stacks	Rs. 10,000	
	Recurring		
	Staff	Rs. 10,000	
	Contingencies (including electricity charges)	Rs. 3,000	
19.	Fellowships*		
	(a) Junior Research Fellowships in Humanities and Sciences, allocated to the universities (Rs. 400 p.m. for first two years and Rs. 500 p.m. for subsequent two years after assessment by interview)	100%	—
	(b) Junior Fellowships to be awarded by UGC Rs. 400 p.m. for first two years and Rs. 500 p.m. for subsequent two years after assessment by interview	100%	—
	(c) Senior Fellowships to be awarded by UGC (Rs. 600 p.m.)	100%	—
	(d) Research Associateship (to be awarded by UGC)	100%	—
20.	Scholarships		
	(a) Scholarships for study in Arabic/Persian		
	(i) For postgraduate (Rs. 1,800 p.a.)	100%	—
	(ii) For honours (Rs. 1,200 p.a.)	100%	—
	(b) Scholarships for postgraduate studies in Sanskrit/Pali/Prakrit (Rs. 1,800 p.a.)	100%	—

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* Junior Fellowship carries a contingent grant of Rs. 1,500 p.a. Senior Fellowship carries a contingent grant of Rs. 2,000 p.a.

1	2	3	4
	(c) Scholarships for students of the hill area of North-East India		
	(i) Junior Research Fellowships (Rs. 400 p.m.)	100%	—
	(ii) Postgraduate Scholarships (Rs. 1,800 p.a.)	100%	—
21.	National fellowships	100%	—
22.	National Lectureships	100%	—
23.	National Associateships (for young research workers from universities and colleges)	100%	—
24.	Unassigned-grants		
	(a) Exchange of teachers	100%	—
	(b) Extension works by university teachers	100%	—
	(c) Travel grants to teachers for attending international conferences abroad	50%	50%
	(d) Travel grants to scholars/teachers technicians for visiting centres of research or to attend academic conferences/seminars within India	100% (according to university rules)	—
	(e) Computer assistance for buying the time of computer for research work	100%	—
	(f) Preparation and development of teaching materials and aids	100%	—
	(g) UGC Unit	100% (ranging from Rs. 10,000 to Rs. 15,000 depending on number of affiliated colleges of the university)	—
25.	Appointment of Development Officer*	100%	—
26.	College Science/Humanities Improvement Programme. University Leadership Projects/Selected Colleges Projects	100%	—
27.	Employment of Trained Coaches	75%	25%

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* Only in case of those Universities which have not taken advantage of the scheme in Fourth Plan. The assistance will have to be within the Fifth Plan allocation finally approved for such Universities.

APPENDIX XIV

Pattern of Assistance to Colleges for Development of Undergraduate Education during Fifth Plan

S. No.	*Scheme/Project*	*Pattern of Assistance*	
		Contribution by UGC	*Contribution by College/State Govt.*
1	2	3	4
(A)	GENERAL PROGRAMMES OF DEVELOPMENT		
1.	Extension of building, Libraries, laboratories and class-rooms including furniture, fittings.	(a) 66.66%	33.33%
		(in case of colleges in backward areas)	
		(b) 50%	50%
		(in case of colleges in other areas)	
2.	Workshops, animal house (including shed)	100%	
3.	(i) Hostels (Men)	50%	50%
		(in case of colleges in other areas)	
		75%	25%
		(in case of colleges in backward areas)	
	(ii) Hostels (Women)	75%	25%
	(iii) Staff Quarters	50%	50%
	(iv) Books and equipment	75%	25%
	*(v) Centenary grants	UGC's assistance upto Rs. one lakh for capital project.	
	(vi) Additional staff	50%	50%
(B)	STUDENT WELFARE PROGRAMMES		
*4.	Health Centres	*Under review*	
*5.	Book Banks	*Allocation*	*UGC's Contribution*
	Enrolment figures should exclude PUC / Intermediate / Pre-Degree enrolment	(i) A college with a student enrolment of 100 or above but less than 250	Rs. 8,000
		(ii) A college with a student enrolment of 250 or above but less than 500	Rs. 10,000

1	2	3	4
		(iii) A college with a student enrolment of 500 and above but less than 1000	Rs. 15,000
		(iv) A college with a student enrolment of 1000 or more but less than 1500	*75% of the allocation* Rs. 20,000
		(v) A college with a student enrolment of 1500 or more but less than 2000	Rs. 25,000
		(vi) A college with a student enrolment of 2000 or above.	Rs. 30,000
6.	Canteens/Non-Resident Student Centres (for building as well as furniture and equipment)	*Under review*	
*7.	Student Aid Fund		
	Enrolment	*Amount upto*	
	250 or below	Rs. 750	
	Between 251-500	Rs. 1,000	The Commission's assistance will be subject to the condition that the college raises an equal amount.
	Between 501-750	Rs. 1,750	
	Between 751-1000	Rs. 2,250	
	Between 1001-1250	Rs. 2,750	
	Between 1251-1500	Rs. 3,250	
	Between 1501-2000	Rs. 3,750	
	Between 2001-2500	Rs. 4,250	
	Between 2501 and above	Rs. 5,000	
(C)	QUALITY IMPROVEMENT PROGRAMMES		
*8.	Additional staff for diversification of courses, modernisation etc.	50%	50%
*9.	Faculty improvement (Training Programmes, refresher courses, etc.)	100%	
*10.	Special Programmes like COSIP, COHSIP, etc.	100%	
*11.	Employment information-cum-advisory bureau and career advising units.	*Under review*	

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*Assistance will be provided scheme-wise separately by the Commission may not therefore be included in the College Plans.

APPENDIX XV

Statement showing Grants paid to Colleges during the Year 1975-76 (Major Headwise) under Plan and Section III

Name of the University	*Grants paid in Rupees*
CENTRAL UNIVERSITIES	
1. Banaras	34,340-00
2. Delhi	37,15,577-64 *254-41
3. North Eastern Hill	65,431-45
Total	38,15,349-09 *254-41
STATE UNIVERSITIES	
Andhra Pradesh	
1. Andhra	10,46,862-36 *260-50
2. Jawaharlal Nehru Technological	58,950-07
3. Osmania	6,38,591-51 *2,164-00
4. Sri Venkateswara	4,30,724-07 *500-00
Total	21,75,128-01 *2,924-50
Assam	
1. Dibrugarh	2,46,143-47
2. Gauhati	4,21,660-00 *211-00
Total	6,67,803-47 *211-00

*By Adjustment

	Name of the University	*Grants paid in Rupees*
Bihar		
1.	Bhagalpur	2,57,152-00
2.	Bihar	3,33,460-50
3.	L.N. Mithila	2,80,722-50
4.	Magadh	3,69,532-30
5.	Patna	49,718-00
6.	Rajindra Agricultural	2,850-00
7.	Ranchi	2,26,724-10 *50-50
	Total	15,20,159-40 *50-50
Gujarat		
1.	Gujarat	8,62,716-35
2.	Sardar Patel	2,88,416-01
3.	Saurashtra	5,61,341-00
4.	South Gujarat	1,92,959-50
	Total	19,05,432-86
Haryana		
1.	Haryana Agricultural	7,199-63
2.	Kurukshetra**	5,79,192-92
	Total	5,86,392-55
Himachal Pradesh		
1.	Himachal Pradesh	1,55,062-25
	Total	1,55,062-25

*By Adjustment

**Since renamed as B.N. Chakravarty University,

Name of the University		*Grants paid in Rupees*
Jammu and Kashmir		
1.	Jammu	30,582-00
2.	Kashmir	93,053-00
	Total	1,23,635-00
Karnataka		
1.	Bangalore	4,10,009-07
2.	Karnatak	6,29,340-00
3.	Mysore	8,58,857-69 *840-40
	Total	18,98,206-76 *840-40
Kerala		
1.	Calicut	4,85,545-29 *452-50
2.	Kerala	10,46,707-48 *4,002-70
	Total	15,32,252-77 *4,455-20
Maharashtra		
1.	Bombay	12,47,815-70 *3,090-00
2.	Konkan Krishi	294-00
3.	Mahatma Phule Krishi	347-00
4.	Marathwada	7,16,915-71 *268-00
5.	Marathwada Krishi	580-00
6.	Nagpur	7,19,460-22 *695-00
7.	Poona	12,53,728-82
8.	S.N.D.T. Women's	44,686-33
9.	Shivaji	5,45,277-00 *239-00
	Total	45,29,104-78 *4,292-00

*By Adjustment

	Name of the University	*Grants paid in Rupees*
Madhya Pradesh		
1.	A.P. Singh	3,63,722-86
2.	Bhopal	2,46,853-08
3.	Indore	5,05,621-94
4.	Jabalpur	1,46,321-45
5.	Jiwaji	1,77,855-02
6.	Jawaharlal Nehru Krishi	3,000-00
7.	Ravi Shankar	2,33,863-07 *11,000-00
8.	Saugar	1,52,512-26
9.	Vikram	5,27,633-85
	Total	23,57,383-53 *11,000-00
Orissa		
1.	Berhampur	2,52,200-00
2.	Sambalpur	2,68,098-67
3.	Utkal	3,54,064-63 *875-00
	Total	8,74,363-30 *875-00
Punjab		
1.	Guru Nanak	5,26,358-00
2.	Panjab	5,00,030-08
3.	Punjab Agricultural	8,753-33
4.	Punjabi	2,02,497-00
	Total	12,37,638-41
Rajasthan		
1.	Jodhpur	11,334-00
2.	Rajasthan	7,95,549-04
3.	Udaipur	78,850-63
	Total	8,85,733-67

*By Adjustment

Name of the University	*Grants paid in Rupees*
Tamil Nadu	
1. Madras	25,59,285-14 *42-00
2. Madurai	13,68,114-39
3. Tamil Nadu Agricultural	2,803-57
Total	39,30,203-10 *42-00
Uttar Pradesh	
1. Agra	13,65,143-96
2. Allahabad	98,017-30
3. Avadh	29,922-00
4. Garwal	91,162-00
5. Gorakhpur	11,16,867-00
6. Kanpur	8,56,042-78
7. Kumaon	2,01,000-00
8. Lucknow	2,26,279-54
9. Meerut	13,08,879-65
10. Rohilkhand	46,664-00
Total	53,39,978-23
West Bengal	
1. Burdwan	4,70,288-04
2. Calcutta	18,78,964-15 *3,559-43
3. North Bengal	1,63,005-00
Total	25,12,257-19 *3,559-43
Grand Total	**3,60,46,084-37** ***28,504-44**

*By Adjustment

APPENDIX XVI

Statement Showing Pay Scales for Various Categories of Teachers in Universities and Colleges

Post	*Existing Pay Scale (1966-71)*	*Revised Pay Scales*
		A — UNIVERSITIES
(i) Lecturer	Rs. 400– 950	Rs. 700–40–1100–50–1600
(ii) Reader	Rs. 700–1250	Rs. 1200–50–1300–60–1900
(iii) Professor	Rs. 1100–1600	Rs. 1500–60–1800–100–2000–125/2–2500
(iv) Professor (Senior Grade)	Rs. 1600–1800	
(v) Professor of Eminence	—	Rs. 3000 (fixed)
		B — POSTGRADUATE COLLEGES
(i) Demonstrator/Tutor	Rs. 250–400	Rs. 500–20–700–25–900 (for existing incumbents)
(ii) Lecturer (Jr. scale)	Rs. 300–600	Rs. 700–40–1100–50–1300–Assessment–50–1600
(iii) Lectruer (Sr. scale)	Rs. 400–800	
(iv) Sr. Lecturer/Reader	Rs. 700–1100	
(v) Principal	Rs. 800–1250/ Rs. 1000–1500	(i) Rs. 1200–50–1300–60–1900 (ii) Rs. 1500–60–1800–100–2000–125/2–2500
		C — UNDERGRADUATE COLLEGES
(i) Demonstrator/Tutor	Rs. 250–400	Rs. 500–20–700–25–900 (for existing incumbents only)
(ii) Lecturer (Jr. Scale)	Rs. 300–600	Rs. 700–40–1100–50–1300–Assessment–50–1600
(iii) Lecturer (Sr. Scale)	Rs. 400–800	
(iv) Principal	Rs. 700–1100	(i) Rs. 1200–50–1300–60–1900 (ii) Rs. 1500–60–1800–100–2000–125/2–2500

APPENDIX XVII

Condition for Introduction of the Revised Pay Scales

(i) The scheme of revised pay scales shall cover teachers in Universities and Colleges (including Government Colleges) admitted to their privileges, except those of Medical, Agricultural and Veterinary Science Colleges. In the case of Engineering Colleges a separate circular will follow:—

(ii) The revised pay scales are inclusive of Dearness Allowance, Dearness Pay and Interim Relief that were admissible to the teachers according to the approved rates as on December 31, 1972. No Central assistances will be available for the allowances sanctioned/that may be sanctioned, on and after January 1, 1973.

(iii) Central assistance will be provided in respect of only those posts which were in existence on January 1, 1973. All posts created after that date will have to be provided in the revised pay scales but these will not be eligible for Central assistance.

(iv) Recruitment to all categories of teacher-lecturers, Readers and Professors in Universities shall be made strictly on merit and on the basis of all-India advertisement and selection. The qualifications prescribed for the posts should essentially be related to the academic attainments in the subject concerned and should not be linked with language or other regional considerations. Appointments should not be made on communal or caste considerations. The Selection Committee should have outside experts and their constitution should be prescribed by the statutes of the concerned University.

(v) For future recruitment to the posts of Lecturers in Universities as well as in Colleges, the minimum qualifications shall be as may be determined by the University Grants Commission from time to time.

(vi) The existing lecturers in Colleges who did not possess at the time of their initial recruitment minimum qualifications as prescribed by the University concerned should be required to attain these qualifications within five years from the date of placement in the revised scale. If they are unable to do so during this period, they shall not be allowed to earn any future increment till they have satisfied this condition.

(vii) All appointments of teachers in colleges shall be made on merit and on the basis of all-India advertisement. The constitution of a Selection Committee for recruitment to the posts of lecturers in a college should be as follows:—

(a) Chairman, Governing Body of the College or his nominee;
(b) A nominee of the Vice-Chancellor;
(c) Two experts to be nominated by the Chairman out of the panel of experts approved by the University;
(d) Principal of the college; and
(e) Head of the Department concerned of the College.

No selection shall be considered valid unless at least one expert is present. The recommendations of the Selection Committee shall be subject to the approval of the Vice-Chancellor.

(viii) All appointments of Principals of Colleges shall be made by a Selection Committee composed of the following:—

- (a) Chairman, Governing Body of the College;
- (b) One member of the Governing Body;
- (c) Two nominees of the Vice-Chancellor;
- (d) One person to be appointed by the Chairman of the Governing Body out of a panel of 10 persons prepared by the Director of Higher Education/Education of the State Government.

The recommendations of the Selection Committee shall be subject to the approval of the Vice-Chancellor.

(ix) The period of probation of a teacher shall in no case be more than 24 months. The Executive Council/Governing Body of the College may, for reasons to be recorded waive the condition of probation. The Executive Council/Governing Body shall have the right to assess the suitability of a teacher for confirmation even before the expiry of the period of 24 months from the date of his/her appointment but not earlier than 9 months from that date. A suitable provision may be made in the Ordinances/Statutes prescribing a schedule for placing cases regarding confirmation before the appropriate authorities well in time before the date of expiry of the probation period.

(x) The age of superannuation for teachers as well as for Principals shall be 60 years and thereafter no further extension in service shall be given. A teacher who has already been given extension on attaining the age of 60 years on January 1, 1973 or thereafter shall continue to be in the old scale of pay during the period of extension and shall not be permitted to opt for the revised scale.

(xi) No teacher/Principal shall be paid any remuneration for examination work, including invigilation work, within the University/Institution.

(xii) The work load of teachers, submission of plan of work, etc., shall be as may be determined by the University Grants Commission from time to time.

(xiii) The existing postgraduate teachers in the colleges, who are designated as Senior Lecturers/Readers, in the scale of Rs. 700-1100 shall be placed in the revised scale of Rs. 700-1600. Separate orders will issue with regard to fixation of salary of these teachers.

(xiv) The assessment at Rs. 1300 in the scale of Rs. 700-40-1100-50-1300-Assessment-50-1600, prescribed for college lecturers, shall be done by a Committee to be appointed by the University.

(xv) The concerned University/State Government may decide as to which of the two scales of pay, viz. Rs. 1200-1900 and Rs. 1500-2500 for

Principals should be given to a particular college, keeping in view the nature and magnitude of the work and problems in the college.

(xvi) The revised scale of Rs. 500-900 is for the existing Demonstrators/Tutors only. In future, Demonstrators/Tutors shall not be appointed in Universities and Colleges.

(xvii) The fixation of pay in the revised scales of pay shall be according to the formula recommended by the Third Central Pay Commission and accepted by the Government of India with modifications for Class I Officer, if any. Where the pay fixation formula cannot cover cases without giving rise to some anamolies; such cases could be referred to the Government of India for consideration.

(xviii) The additional expenditure involved in implementing the scheme shall be treated as a Non-Plan item of expenditure.

(xix) Each University shall draw up a code of conduct for its teachers keeping in view the recommendations made by the Sen Committee in this regard.

APPENDIX XVIII

Minimum Qualifications for Future Recruitment to the Posts of Lecturers

For future recruitment to the posts of Lecturers in Universities, the minimum qualifications shall be as may be determined by the University Grants Commission which are as follows:

University Lecturers

(a) A Doctor's degree or *research* work of an equally high standard; and

(b) consistently good academic record* with 1st or high 2nd class (B in the seven point scale) Master's degree in a relevant subject or an equivalent degree of a foreign university.

Having regard to the need for developing inter-disciplinary programmes, the degrees in (a) and (b) above may be in relevant subjects.

Provided that if the Selection Committee is of the view that the research work of a candidate as evident either from his thesis or from his published work is of very high standard, it may relax any of qualifications prescribed in (b) above.

Provided further that if a candidate possessing a Doctor's degree or equivalent research work is not available or is not considered suitable, a person possessing a consistently good academic record (weightage being given to M.Phil. or equivalent degree or research work of quality) may be appointed *provided he has done research work for at least two years or has practical experience in a research laboratory or organisation* on the condition that he will have to obtain a Doctor's degree or give evidence of research work of equivalent high standard within five years of his appointment, failing which he will not be able to earn future increments until he fulfils these requirements.

Explanation

Candidates for being eligible for recruitment to the posts of Lecturers must have a first or high Second Class or Grade B (in the seven point scale) at the Master's level and for determining consistently good record, average of 50-55% or Grade B (in the seven point scale) may be expected at the two examinations prior to the Master's examination.

The following two examples would illustrate the above:

(i) A candidate who has obtained 52% marks at the Higher Secondary/Pre-University/Intermediate and 58% at the Degree level would have an average of 55% and as such could be considered.

(ii) A candidate who has obtained 60% at Higher Secondary/Pre-University/Intermediate and 44% at the Degree level would have an average of 52% and as such could be considered.

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* This has since been spelt out.